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Guide spécifiant les étapes à suivre pour permettre à l'étudiant adulte du Collège régional Champlain de faire reconnaître ses acquis antérieurs de formation en établissant son propre "portfolio" au cours des quinze sessions. Avec suggestions d'exercices à chacune des sessions.

EARNING COLLEGE CREDIT THROUGH PRIOR LEARNING ASSESSMENT

A STUDENT HANDBOOK ON EDUCATIONAL ASSESSMENT AND PORTFOLIO PREPARATION

Champlain
CONTINUING EDUCATION

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EARNING COLLEGE CREDIT THROUGH PRIOR LEARNING ASSESSMENT

A STUDENT HANDBOOK ON EDUCATIONAL ASSESSMENT AND PORTFOLIO PREPARATION

PREPARED BY

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FOREWORD

WELCOME - and congratulations on having recognized the fact that each of us is a lifelong experiential learner. The important question now is not whether, but how we can become more effective learners.

You can earn credit from CHAMPLAIN COLLEGE for the college-level learning and skills you already possess and can demonstrate. This handbook will guide you through the process and will enable you to determine the college-level knowledge you already possess. It will then show you how to relate this knowledge to particular college courses, and provide you with the forms and information necessary to obtain sufficient evidence and documentation to compile a portfolio for presentation to the evaluation committee at CHAMPLAIN COLLEGE.

In addition to working closely with your instructor, you will be assisted by Academic Advisors who will guide you in the correct selection of a programme for either a Diploma in Collegial Education (DEC) or an Attestation in Collegial Education (AEC).

Earning college credit for what you already know can be a rewarding and exciting experience. Developing a portfolio which identifies and documents what you know, enables you to identify your learning experiences and analyze your accomplishments. This in itself can be a rewarding learning experience. You are not required to learn a new college subject, only to demonstrate what you know from your prior learning. Of course, finding out how to ascertain what you know to the best advantage and towards the right diploma is the basis of Portfolio assessment and it is to your credit that you are now going to undertake this assignment at CHAMPLAIN COLLEGE.

It is important to understand that the development of a portfolio is a major endeavour that requires some very important groundwork. Careful attention to the reading assignments, in-class discussions, academic advising personnel, and your instructor, will ensure that this course will build your self-confidence and encourage you to go on with your studies in order to ensure the achievement of a diploma or attestation which will prove your prior learning has been recognized and credited.

WELCOME TO CHAMPLAIN COLLEGE AND PRIOR LEARNING ASSESSMENT

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ASSESSMENT OF PRIOR LEARNING

SESSION 1

1. Introduction of Champlain College personnel
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3. Completion of the Course Information Form
4. What is Portfolio Assessment?
5. History of the Council for Adult and Experiential Learning
6. Prior Learning Assessment in Quebec
7. Introduction of students to each other with particular emphasis on course and career objectives.
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EXERCISES

1. "Improving Writing Skills." An exercise to assist students to feel at ease in communicating feelings and thoughts through writing. The assignment will be marked with attention to grammar, spelling, variety of structure, clarity of thought and degree of focus on the topic.

CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT-LONGUEUIL CAMPUS
CONTINUING EDUCATION DEPARTMENT

ASSESSMENT OF PRIOR LEARNING - 360-903-85

Instructor: Mrs. Joan Martin-Painter - Office, E142

This course will guide students to their educational goals through the portfolio development and assessment of prior learning process. Students will be able to determine the college-level knowledge already acquired and relate this knowledge to particular college courses at Champlain College. The student is then guided through the preparation of the necessary forms and documentation needed to complete a portfolio for evaluation.

Focusing on defining what students know through the assessment process can confer many lasting benefits beyond the immediate reasons for earning credit. It can provide students with a realistic appraisal of present learning which is important in planning educational goals.

Assessment can also help students to place the many dimensions of acquired learning into an integrated whole. Assessment will provide an awareness of the students' personal strengths, as well as those areas in which improvement is needed. This insight can be valuable at work and in an academic environment.

At the personal level, the assessment process can help students build self-confidence, develop a sense of self-worth, and take risks in life.

OBJECTIVES

The main objectives are:

1. to consider the student's life and educational goals
2. to identify the student's experiential knowledge
3. to relate the student's own background and knowledge to courses given at Champlain College
4. to determine the student's assessment objectives
5. to prepare the best possible documentation or evidence to support the student's learning claim
6. to compile and organize the student's portfolio
7. to submit the completed portfolio for evaluation - provided the student is enrolled in a college programme at Champlain College.

COURSE CONTENT

Session 1	Earning College Credit Through Portfolio Assessment
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Session 3	How do you Learn?
Session 4	Principles of Adult Learning
Session 5	Defining Your Programme of Study at Champlain College - COMPULSORY ATTENDANCE
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Session 10	Your Autobiography
Session 11	Your Portfolio
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Session 13	Review of draft Portfolio
Session 14	Revision of Portfolio
Session 15	Submission of Portfolio

PROCEDURES

a) Lecture periods will provide the background information pertinent to the course.

b) Class discussions and workshops will give students an opportunity to express their ideas on topics related to experiential learning and to exchange views with each other.

c) Assignments will help students achieve their goals through exercises designed to assist the assessment process.

d) Tutorials will enable students to compile and organize their portfolios.

e) Guest speakers will be invited for selected topics. Students will also have the opportunity to view and analyze a film on adult education called "Educating Rita."

EVALUATION

The final mark will be the total of:

Attendance and participation	10%
Assignments	40%
Completed Portfolio	50%

POLICY ON CHEATING AND PLAGIARISM

All documents provided in the Portfolio must be authentic. Falsification of any document will result in a zero for the Portfolio.

GOOD LUCK

CHAMPLAIN REGIONAL COLLEGE
ASSESSMENT OF PRIOR LEARNING
COURSE INFORMATION FORM

1. Student's name --

2. Student number --

3. Address --

----

4. Telephone: Res: --------------- Bus: ---------------

5. Name and Course number of CEGEP courses completed

----

6. How do you believe Assessment of Prior Learning can help you.

----

7. What is your educational objective at Champlain College.

----

8. What are your plans for the future.

----

9. Is there any special help you would like at this time.

WHAT IS PORTFOLIO ASSESSMENT?

PORTFOLIO ASSESSMENT is the means by which you can apply for college credits in courses and subject areas for which you already possess COLLEGE LEVEL KNOWLEDGE. It is very important to realize that it is your college level KNOWLEDGE, rather than your experience, which is going to be assessed.

The preparation of a portfolio for assessment of college level knowledge is a process involving a series of steps. These include:

1. Identifying what you know
2. Relating what you know to college courses
3. Determining your assessment objectives
4. Compiling your portfolio

In considering the construction of a portfolio, you will probably think first of documentation that you can gather to verify your knowledge. This, however, is not the first step in the process. The faculty assessors (usually professors who teach in specific subject areas) will be looking for the relationship between what you claim to have learned and the content of subjects taught in college classrooms. Therefore, this important relationship must be clearly expressed in all courses for which credit is being requested.

For most students an important part of the process will be to determine just how much of your prior college level knowledge can fit into a particular programme - either a DEC or an AEC from Champlain College. This is accomplished by assessing your own college level knowledge and establishing a personal educational goal. Assistance in this regard is available from the Instructor and the counsellors in Academic Advising.

In order to ensure the integrity of Portfolio Assessment Champlain College has established a guideline as to how many credits can be obtained through the portfolio assessment method. If, for instance, your education goal is a DEC which consists of 24 college credits, then 75% (18) credits may be granted through portfolio assessment, and 25% (6) must be taken on campus in a typical course setting. This guideline does not preclude a student from applying for more than 18 credits - it means that only 18 of those credits will be credited towards a DEC in any programme. The same guidelines apply to the AEC programmes.

cael

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Council for Adult and Experiential Learning

An education association to advance experiential learning and improve services to adult learners.

Morris T. Keeton
President

Diana Bamford-Rees, Director
Training for Joint Ventures

Mary H. Ellis
Vice President

Kathleen C. Gallay, Director
Student Potential Program
and Institutes

A THUMBNAIL SKETCH OF CAEL HISTORY

CAEL began in March, 1974, as a project of Educational Testing Service. Today, CAEL is an independent association of institutions and individuals, directly involving more than 1,500 people.

In 1974, a research project called the Cooperative Assessment of Experiential Learning (CAEL) Project was begun at Educational Testing Service (ETS) in Princeton, New Jersey. The main objective of the project was to address the question, "Is it feasible to do valid and reliable assessment of learning that occurs outside the college classroom and away from campus?" Ten colleges, ETS, and a committee of fifteen educators carried out the project through foundation and federal support of over $1,700,000.

During this initial period (1974-77), 243 institutions of postsecondary education became active members in CAEL. Twenty-seven institutions served as the field sites for the research work and others began developing their own models of assessment of prior learning. Fifty-four working papers and 27 formal publications resulted from this work, including The Validation Study (a technical research report) and The Principles of Good Practice in Assessing Experiential Learning (a summary of principles to guide valid and reliable assessment efforts). In addition, student guides, faculty handbooks, accounts of institutional models, and technical reports were produced.

In June 1976 at the annual CAEL Assembly, representatives of the participating institutions urged the continuation of CAEL as a freestanding nonprofit association. In September of that year, CAEL was chartered with the Regents of the State of New York and in February 1977, the organization was renamed the Council for the Advancement of Experiential Learning. The mission of the organization changed as well: equal priority was to be given to the assessment of experiential learning and to the development of improved learning opportunities. The Board of Trustees named Morris Keeton as the Executive Director of the new CAEL.

When the new CAEL formally began operations on July 1, 1977, its central office moved from Princeton to Columbia, Maryland. In the following five years the W.K. Kellogg Foundation awarded more than $1,500,000 to CAEL for institutional development of colleges and universities in their use of experiential learning. Over 750 institutions were served during the five years. Between 1977 and 1979 grants were also received from the Lilly Endowment and the Fund for the Improvement of Postsecondary Education. Between 1979 and 1985 a nationwide effort called Project LEARN was developed by CAEL, partner institutions, and the Kellogg Foundation to expand both traditional CAEL services and new learner services to adults.

In Summer 1985, the CAEL Board of Trustees voted to change the name of the organization to reflect more accurately its mission and goals, and CAEL became the Council for Adult and Experiential Learning.

In addition to providing services and information to its members, an additional 200 or more institutions and 1000 or more educational professionals are served each year through Assemblies, workshops, training and orientation meetings, and public presentations by CAEL staff. CAEL also disseminates information about regional and institutional efforts designed to foster adult learning opportunities. CAEL publishes a newspaper six times a year and all CAEL publications are available to the general public.

Board of Trustees . . . Anne Bryant, P. M. Haeger & Associates (Chairperson); Grover Andrews, North Carolina State University, Raleigh; **Bessie W. Blake**, College of New Rochelle; Harriet Cabell, University of Alabama (Immediate Past Chair); Arthur Chickering, Memphis State University; F. Thomas Clark, Rockland Community College; Fred Cook, Mountain Bell Telephone; Austin Doherty, Alverno College; Badi Foster, AEtna Institute for Corporate Education; James Hall, Empire State College; David Justice, DePaul University; Sheila Kaplan, Minnesota State University System; David Kolb, Case Western Reserve University; Jack Lindquist, Goddard College; Terrence MacTaggart, Metropolitan State University; George Pruitt, Thomas A. Edison State College; Connie Sutton-Odems, American Association of Community & Junior Colleges; Israel Tribble, Florida Association of Colleges & Universities.

SOME CAEL ACTIVITIES

CAEL members have the opportunity to participate in many different kinds of activities and to contribute to a rapidly growing national effort to provide increased educational opportunity to adult learners. Members are served through work at CAEL Central and through its 20 regional offices.

ASSEMBLY: Each year CAEL hosts a National Assembly that brings together representatives of colleges and universities from America and from foreign countries to discuss issues that have significant impact on higher education. Recent National Assemblies addressed such issues as: Tailoring Education for Adults; Building a National Network of Adult Learners; The Assurance of Quality in Education; and Partnerships Among Higher Education Institutions, Corporations, Unions and Nonprofit Employers.

PUBLICATIONS: CAEL is a leading publisher in the field of adult and experiential learning. The CAEL newsletter, published six times each year, is the major vehicle of communication about new and coming developments. CAEL has published a series of 20 sourcebooks, New Directions for Experiential Learning, in cooperation with Jossey-Bass, Inc. Publishers. Acropolis Books has recently published one CAEL book, Susan Simosko's Earn College Credit for What You Know and will soon publish Peter Smith's Your Hidden Credentials.

NATIONAL INSTITUTES: Each year CAEL hosts intensive research seminars for deans, faculty, and staff in such areas as adult learning; liberal education; telecommunications; the assessment and crediting of prior learning; and joint ventures between business, industry, and higher education. These are "summit meetings" with distinguished CAEL faculty. Institutes are kept small to facilitate discussion and individual consultation.

PROJECT LEARN (Lifelong Education, Assessment and Referral Network): LEARN is a network of CAEL member institutions functioning in regional clusters to develop and disseminate educational services for adults, including enhancements of access, career guidance, educational planning, and the assessment of experiential learning. Funded by the W.K. Kellogg Foundation, Project LEARN represents the single largest such funding -- over $5,000,000 -- in the field of adult experiential learning. The grant provides partial support to the work of CAEL Central and fifteen LEARN clusters of member colleges and universities for the five-year period 1982-1987.

STUDENT POTENTIAL PROGRAM: This new program uses a Behavioral Event Interview to assess the potential of students, especially minorities and adults, for the successful completion of college-level work, thus providing for more equitable admissions policies. SPP systematically assesses some of the generic capabilities that lead to success in college and in post-graduate life, but that are not measured directly by traditional written tests. The resulting profile of capabilities is useful to the institution in the admissions process and in retention and curriculum planning; it is useful to the student in analysis of potential and career planning.

COMMISSION ON HIGHER EDUCATION AND THE ADULT LEARNER: CAEL's President, Morris Keeton, is the managing Chair of this American Council on Education body. The Commission focuses on issues of public policy, institutional self-assessment, and cooperation among associations concerned with adult learners.

PRIOR LEARNING ASSESSMENT (PLA): CAEL offers consulting services and/or workshops to assist institutions in getting new PLA programs underway, evaluating existing programs, improving existing programs, and adding new components to programs (such as development of portfolios to assess technical and occupational skills).

JOINT VENTURES: CAEL's expertise includes the formation and implementation of joint ventures between corporations and/or unions, governmental agencies, and education providers. CAEL can design, develop, and deliver program services in the assessment of learning, the assessment of capabilities of individuals for college or university level work, the assessment of the capabilities of colleges and universities to serve new populations of learners, and the improvement of services of education providers to their clients.

GRANTS AND FUNDING: CAEL's success in helping members attain funding for innovative experiential learning programs has been extraordinary. To date, every dollar in membership dues has been matched with nine or more dollars from other sources. Many CAEL member institutions have also qualified for direct foundation and public support because of their background in CAEL work.

PRIOR LEARNING ASSESSMENT IN QUEBEC

It has long been recognized by corporate leaders in Quebec business organizations that recognition for prior learning obtained on the job, and away from an academic environment, was important not only for the benefit of the corporations, but also for the benefit of the individual who derived satisfaction from having prior learning recognized and credited by an educational institution.

Industry became directly involved in organizing seminars and workshops for its staff members, and as more and more companies recognized the value of such training methods Quebec industry encouraged the educational authorities in the Province to analyze the value of their contributions. As a result, recognition of prior learning became a reality that has been growing in importance and value for the Quebec economic and educational community. Quebec now joins other world authorities in Europe and American in giving credit for prior learning when that learning can be sufficiently documented as being college level and supported by documentation verifying such learning.

In the spring of 1984, the Minister of Education in Quebec decided to finance a programme to assist colleges in the assessment of experiential learning. A steering committee from the Federation of CEGEPS was elected to support the colleges in this endeavour. Large group discussions, seminars and workshops were held specifically for three separate groups of individuals:

. evaluators
. advisors
. administrators

Prior Learning Assessment (Portfolio) is now an established course offered at Champlain College and participants in the Portfolio course have joined the many individuals who have taken advantage of the opportunity to receive credit for prior learning when that learning is college level and can be supported by documentation to that effect.

AN INTRODUCTION: ADULT STUDENTS, HIGHER EDUCATION AND ASSESSED PRIOR LEARNING

The relationship between adult students and higher education is an increasingly positive and expanding one. Colleges have responded to this increased adult enrolment with many new and innovative programmes. One of these innovations is the process of awarding college credit for prior-experiential learning. Programmes for assessing prior learning, like Champlain College's "Assessment of Prior Learning" are often at the core of the adult's experience in higher education. Assessment programmes provide the essential link between an adult's prior learning and future educational goals.

This handbook contains the information needed to complete Champlain College's "Assessment of Prior Learning" programme successfully. The handbook is intended primarily for adults entering higher education or returning to it, but it should be useful to any student who has developed college level competencies and skills outside the traditional college classroom.

The Growth of Adult Higher Education

Many colleges have modified programmes or created new ones to tap the expanding adult market. Adults, in turn, are finding colleges to be a key to career aspirations and personal growth. Part-time credit - mainly an adult phenomenon - has increased more rapidly than full-time credit and now exceeds full-time registration in many institutions. When non-credit programmes are added this means that adults now outnumber younger students and are the new majority in higher education. Adults entering or returning to higher education today have become an integral part of many college communities. The vitality of the campus has become linked to their presence, and both day and evening programmes bear their unmistakable imprint of their environment.

Assessment and Other Programmes for Adults

Colleges are responding to this increased adult learner demand for higher education with many new and innovative programmes. These innovations can generally be classified into two groups: those which acknowledge the adult's special accomplishments; and those which compensate for the outside obligations and responsibilities of the older student.

Acknowledging Special Accomplishments

Most adult students have work experiences, community service activities, non-credit course work, hobbies and interests which yield learning of college-level quality. To acknowledge these special accomplishments more and more institutions are awarding college credit, advanced standing, or some other kind of recognition for learning acquired through these non-collegiate experiences.

Awarding credit for prior-experiential learning is based on the fact that college-level skills can be gained from a variety of experiences. One way to learn accounting for example is to take a course called "Principles of Accounting." Another equally valid way is to work for an Accountant. Programmes that assess prior learning compare and contrast the breadth of learning from a variety of experiences, and then attempt to translate this learning into college credit and the accompanying course title.

Overcoming Limitations

Most adults entering college make considerable sacrifices. Many have families and fulltime jobs. For some, money for tuition and books is hard to come by. For almost all, time is restricted to one or two nights per week and an occasional weekend. Fortunately, innovations exist to help adults overcome these limitations.

Today, community colleges, assessment programmes and traditional day and evening college programmes provide opportunities for adults. For the displaced homemaker, the business person at the end of a career path, the divorcee, the unemployed worker, or the adult who simply wants a degree, the opportunity for a college education has never been more accessible.

Assessment as a Core Experience

As we have already stated, assessment is designed to be one of the core experiences for the adult student entering or returning to college. Many adults find assessment to be the most significant experience of their higher education.

Assessment at Champlain College involves two very broad and far-reaching activities. The first is looking back - the second is planning ahead. In looking back, assessment students spend a significant amount of time examining their past. They look at what they have learned, at trends that might indicate career paths, and at the choices they have made. In planning ahead, assessment students spend time considering their future, especially in developing and relating personal goals to opportunities in higher education.

Although these subjects are treated independently, they are very much related. The most successful students in assessment are those who are capable of integrating prior learning with future educational goals.

Looking Back

In assessment, students explore the depth and complexity of their learning. During the first part of the course, students complete a comprehensive examination of their learning, starting about the time of high school graduation and continuing to the present. Students organize learning in a way comparable to the traditional organization of learning in college. They compare and contrast the various elements of their learning with each other; then they evaluate these elements against principles used to assess college-level quality. Although the task sounds complicated it is made simpler by following the steps in this Handbook.

Planning Ahead

The person who seeks an education, whether returning to college in the later years or in the first years after high school, or at any other point, must involve himself in discovering the meaning of his own life and the relationship between who he is and what he might become.

Relating a vision of a personal future to one's current situation is important. Attending college and earning college credit for prior-experiential learning do not occur in a vacuum. These activities are often the result of broader, personal goals, such as professional advancement, a quest for knowledge, or self-discovery. The act of planning ahead in assessment helps students examine these goals in three ways:

> First, planning ahead helps students describe the concrete, educational steps necessary to realize a particular goal.
>
> Second, planning ahead encourages students to uncover the values that help determine their goals. For example, students who value professional advancement may seek diplomas directly related to their careers. Students who value self-discovery, on the other hand, may wish to study the liberal arts.
>
> Third, planning ahead challenges students to contrast their values with those of others. Different values can result in different goals, and changing goals can yield different educational plans. Becoming a teacher requires a different set of educational steps than does becoming an accountant. Planning ahead fosters an appreciation and understanding of the values of others. It also helps students achieve the goals they set for themselves.

The Critical Present

The activities of looking back and planning ahead are part of writing an individual student portfolio. The portfolio prepared in assessment is a unique synthesis of a student's personal goals and personal history. Therefore, the portfolio is a profile of a student's critical present.

The portfolio prepared by adults in assessment is a photograph - albeit a complicated one - of their lives. Through the fifteen weeks of assessment adults learn to view their lives as a photographer views a subject for a photograph. They look at where they have been and where they are going, and combine these in a way that communicates their message. To be truly effective they must learn to see as a photographer sees, with the critical mix of subjectivity and objectivity needed to create a work of art.

A good portfolio, like a good photograph, conveys a sense of past and future. A good portfolio not only describes an adult's prior learning, but also casts this learning in the light of personal, education, and professional goals. Like a picture, the portfolio does not change once it is produced, but if it is successful it communicates the message of the person who created it, blending past with future.

Preparing for the Task

Almost all students who successfully complete Assessment of Prior Learning earn credit for their prior learning. However, to be successful in assessment students must meet three minimum requirements. They must (1) have enough time to do the job, (2) be willing to participate in group activity, and (3) have minimum competence in writing. These three requirements are explained below. Successful assessment students will bring a mixture of these three basics to this programme.

Time

The process of assessment prior learning can be a provocative educational experience. You need time, however, to do the job well. If you have a job, a family, or any other significant commitment, then enroll in no more than one other course during the semester in which you take Assessment. Activity in assessment is not restricted to class time, and you will also have to do many lengthy, out-of-class assignments. If you cannot allow enough time to do it correctly you may reduce significantly the amount of your final credit award.

How much time is enough? At session one students often wonder why the course takes fifteen weeks. At session five they worry if the remaining ten weeks will be enough! The amount of time you need depends on how well you write, on how many credits you request, and on how difficult it becomes for you to obtain documentation. Plan to budget 6-8 hours per week, in addition to the three hours of class time.

Group Interaction Skills

Assessment is, in part, a group activity. Although you will produce an individual portfolio you will be aided in this project by the discussion, comparison and evaluation in class. Interaction with peers helps in developing a more acute sense of self and others. This is important in determining how well your portfolio communicates. Group activity also encourages you to break out of your routine into a new kind of learning environment. This will help you recall not only what you know, but how well you know it. Class discussion also results in helpful suggestions on the description, organization and documentation of your learning. This discussion is usually a good indicator of what the final response to your portfolio will be. As part of the group activity in assessment you will need to:

- Share the parts of your portfolio with other students
- Review and critique the work of others.
- Participate in discussions on learning styles, values, higher education and goal setting.

A portion of your grade is based on the level of your participation. You are not expected to be experienced or proficient at this type of activity, but a willingness to commit yourself to building the solidarity and cohesion of your class will have a positive effect on the final outcome.

Writing Skills

Throughout assessment you will ask yourself some very complicated questions. You will not only inquire "What do I know?" but also "How can I state that I know it?" The most significant step in this process of inquiry will be the description and organization of your knowledge in words that may be understood by others.

Despite this, the assessment class is not a course in the techniques of writing. Although a number of writing exercises are part of the class they are primarily designed to stimulate self-reflection, the recognition of significant personal themes, and fluency in written expression. These exercises do not teach basic writing skills.

Successful assessment students should be able to write at a skill level equivalent to that acquired after two college semesters of English composition. You do not have to enroll in English composition courses to develop this skill level. However, you should have this skill level prior to enrolling in Assessment.

Expectations and Benefits

There are almost as many reasons for enrolling in assessment as there are students who enroll. These reasons extend beyond simply earning college credits. Assessment has the potential of being a richly rewarding educational experience in many ways. Some of the reasons given for enrolling in Portfolio from previous Champlain College Assessment students are:

- to develop a realistic understanding of my present level of competence.

- to obtain credits I feel I deserve in order to shorten the time required to earn a DEC.
- to meet the requirements of an employer in order to obtain promotion.
- to further my education and determine my career potential.
- to continue with the same employer but with educational competence to plan for a management position.
- to prepare for early retirement and pursue a new career of my own choosing at that time.
- to increase personal mobility and flexibility in my career.
- to support myself in an interesting and rewarding job and plan for retirement.
- to obtain a college diploma so that when my children reach an appropriate age I will be ready to enter the work force and select a meaningful and rewarding job.

Your reasons will, of course, be determined by individual circumstances and situation, but if you have identified one or more of the above you should feel confident in knowing you are in the majority and will be able to meet your expectations.

The Lasting Benefits

Time and again assessment is described as a central feature of an adult learner's experience in higher education. Assessment provides a forum for adults to examine their past and speculate about their future in the context of personal values and goals. There are many ways of thinking about the benefits of assessment. We have grouped them in four categories and after completing the Portfolio course you may be aware of other benefits.

The Practical Benefits

Educational assessment is one of the real educational bargains. The effort expended in Assessment saves both money and time. Education is expensive. Tuition fees and books are immediate and direct costs. Education also has an opportunity cost. The time spent in a classroom is time not spent at a part-time job or relaxing with a favorite hobby.

Education is also time consuming. The individual who believes that a college course can be done one night per week is in for an unpleasant surprise. Reading, term papers and homework often add many hours to the two or three spent in class. Any step, therefore, that can earn credit for prior learning is a significant saving. Assessment is one way of legitimately earning credit in those areas in which you are competent. The completed portfolio also has another practical value. It is a document providing information on career, education and life accomplishments and can be used for seeking employment, requesting promotion or planning a new career.

The Intellectual Benefits

Assessment provides you with a realistic appraisal of your learning. You will have a better sense of what you know and don't know after completing your portfolio. This realistic appraisal is important in planning further educational activities. Assessment will also help you place the many dimensions of your learning into an integrated whole. Through assessment you will develop fresh insight into your personal strengths and weaknesses. This insight (and the confidence that results from it) can be valuable at work and in an academic setting.

Personal/Interpersonal Benefits

Assessment builds self-confidence, a sense of self-worth and a willingness to take risks. Looking critically and carefully at the accomplishments of your life is a tremendous psychological boost. Students who begin by saying "I haven't accomplished anything," often end by saying "I didn't realize I had accomplished so much."

Philosophical/Universal Benefits

Certain universal questions are important in our lives. Questions like "Who am I?" "What can I know?" and "What should I do?" have been considered by individuals throughout history. The introspective activity in assessment is a similar form of inquiry. Students in assessment regularly uncover some of the hidden assumptions about the way they view themselves and the world around them. This type of philosophical activity is not an intended outcome of assessment - however, it has become an important by-product of the process.

The Beginning and the End

It should now be clear that the opportunity to enrich your life through higher education has never been greater. Innovations that were non-existent 20 years ago, today make higher education both challenging and realistic for adults. Among these innovations, Assessment is often central to the adult's experience as they integrate their personal history with their hopes and plans for the future.

In beginning the assessment process you are accepting this important challenge. Over the next 15 weeks you will join others in closely examining your life. Through it all, the faculty and advisors at Champlain College are ready to assist you.

IMPROVING WRITING SKILLS

Purpose:

To produce a fairly representative sample of creative writing in order to assess your basic writing abilities and diagnose potential problems in writing.

Procedure:

Spend as much time as necessary in order to write a short essay in which you describe how a particular person, a special book or hobby, or a particular event has made an unforgettable impression on you. Consider the following when writing:

- Why do you have such strong feelings about the subject?
- How has the subject affected your outlook on life?
- What changes have resulted in your life as a result of the experience.
- What advice would you give others experiencing a similar situation.

Outcome:

This exercise will be collected and marked by the Instructor. You should read over the essay and try to determine as closely as possible what major strengths and weaknesses you have in writing so you can deal with these individually during the semester by consulting with your Instructor.

Strive for:

- correctness of grammar, punctuation and spelling
- correctness and variety of sentence structure
- clarity and unity of paragraphs
- use of concrete illustration and specific evidence to support the main point
- focus and organization of the essay for overall comprehension.

ASSESSMENT OF PRIOR LEARNING

SESSION 2

1. Review of Session 1
2. Introduction of new students
3. Submission of previous week's assignment for grading
4. Read and discuss "Prior Learning Assessment at Champlain College."

EXERCISES

1. Complete the exercise "What Motivates you to Return to College?"
2. Prepare a written statement of personal goals as suggested in "Prior Learning Assessment at Champlain College."
3. Start collecting articles of documentation for your Portfolio using as a guide "Suggested Articles of Documentation for Portfolios."

ASSESSMENT OF PRIOR LEARNING AT CHAMPLAIN COLLEGE

Assessment

Any process used to determine how much credit or recognition you are to receive for your prior learning is known as ASSESSMENT. Assessment at Champlain College has three basic steps:

1. The description and documentation of your learning in a format that can be reviewed.

2. The review of your learning by an appropriate academic committee.

3. The award by an Evaluation Committee of college credit to be considered for use in a college programme.

The entire process may take up to a year. The average time span between your initial enrolment and the assessment award is 9 months. Students usually receive results in the academic semester (summers excluded) following the one in which they complete the portfolio course.

Portfolio Preparation

Portfolio preparation is the process of examining, identifying, describing and evaluating learning for college-level competencies and skills. Your prior experiential learning must be described in a portfolio to be assessed by Champlain College. The steps of the portfolio preparation are listed below:

1. Develop a list of life experiences (significant personal events, jobs, marriage, family, community service) to be used as the starting point for the Portfolio.

2. Develop a personal goal statement.

3. Distinguish between "experience" and "learning."

4. Extract learning from items on list of experiences, and refine these rough statements into learning components.

5. Organize related learning components into groups and define the area of study titles for each of these groups,.

6. Eliminate areas of study and/or learning components that are not college level.

7. Request documentation and validation from qualified third parties for the learning components and areas of study in your Portfolio.

8. Formulate personal goals into education objectives and select courses for a Diploma or Attestation programme.

9. Integrate areas of study into a Personal Education Programme.

10. Describe the origin and significance of your learning in an autobiographical essay.

11. Combine all the portfolio parts into a final document.

12. Submit the final document to your Instructor.

The Portfolio

The Portfolio is the formal document through which your petition for college credit is made.

Portfolio Parts

A Portfolio has 9 parts. While the content of each Portfolio will be different, the format of all portfolios should be the same. Following the correct format contributes to the overall effectiveness of the final document and facilitates the review process. The 9 parts of your portfolio are:

1. Title page
2. Table of Contents
3. Autobiography
4. Resume
5. Personal Education Programme
6. Request for Credit Forms
7. Summary Transcript Forms
8. Supporting Documentation
9. Bibliography

A portion of your grade in this course (50%) is based on the correct organization of your portfolio. If it is not organized acceptably it will be returned to you with an explanation of its deficiencies for your correction.

Portfolio Privacy

Your portfolio is a compilation of information about your life experience and may contain material that is personal in nature. It will be read only by individuals acting under the auspices of Champlain College. At the end of the semester, Champlain College will ask you if others may be allowed to read your Portfolio. You may restrict access to Champlain College staff and members of your review committee, or you may permit Champlain College to use your portfolio as a sample for future classes. In either case, your decision will not influence the credit award or the grade you receive.

The Evaluation Committee

Your Portfolio is evaluated by an Evaluation Committee. This committee consists of college faculty and other individuals competent and qualified to assess the major content area of your portfolio. Champlain College organizes each Evaluation Committee and identifies its members for you.

Official Transcripts

Champlain College requires that you include transcripts in your portfolio for all the college credits you have earned or attempted to earn. Including transcripts in your portfolio serves two purposes. First, transcripts document learning. Transcripts can demonstrate to an Evaluation Committee your pre-requisite study for some of the credits you are requesting in your Portfolio. If, for example, you request credit in advanced accounting, you will also need to document your proficiency in basic accounting. Having attended and passed a basic accounting course is one way to demonstrate your pre-requisite learning in this area.

Second, including transcripts helps the committee avoid duplicating previous credit awards. The Evaluation Committee will award credit only in areas where credit has not already been earned. If you have already earned a college credit in Basic Accounting it is not in your best interest to have the Evaluation Committee award this credit again.

Goal Clarification

As one of your first activities in assessment you will be required to prepare a statement of goals. Formulating well thought out goals and examining their implications will be one of your most critical tasks.

A goal is a statement about what you intend to be in the future. People have many goals. In this course we are most concerned with how your goals will influence your educational choices. This point is best made by way of an example.

Sharon was 34, married with 3 children when she enroled in Assessment of Prior Learning. At age 18 she attended a college near her home. She completed one year and earned 3 credits in courses in history, English composition and psychology. She left college to marry Tom.

In raising her children, Sharon was active in local education programmes. She volunteered at the school library in the children's reading programme and participated in a parents' day care group. Through this, Sharon discovered that she enjoyed working with children.

In the 7 years before enroling in assessment Sharon did bookkeeping for 3 area businesses. She managed accounts payable, receivable and participated in year-end closings, payroll and tax preparation. The 3 owners she worked for were very pleased with her thoroughness and knowledge. On more than one occasion she was offered fulltime work in accounting. Sharon came to Assessment with a dilemma over the choice of a programme.

Before Sharon could choose a programme she needed to clarify her career goals. Sharon had an extensive background in business while personally desiring a career in education. Her career goal would directly influence her choice of College Programme and how her assessed prior learning would apply to that diploma.

Sharon decided on a DEC in Social Science, and her assessment credits in business were directly applied to the concentration area.

Situations like Sharon are common. Many students come to Assessment ready for a career change. The majority of their assessed prior learning will be in one area, and their diploma in another. This case illustrates the importance of defining goals early.

Personal Goals

You will be helped in the portfolio preparation process if you define your goals. If you feel your goals are clear, describe them in writing. If you goals are unclear try to clarify them by answering the following questions about why you want to be a student. Write your answers. It will be useful to have a record of them to review as you think through your plans. Do you want to:

- learn a new vocation or profession
- broaden your knowledge of the arts
- become a better, more informed citizen
- learn more about yourself and relations with others
- qualify for university entrance
- acquire credentials for career advancement
- increase your competence on the job
- develop skills for leisure activity
- receive recognition for what you have already accomplished
- have freedom to design your own education and career
- break out of the routine of your life and learn something new
- enrich your retirement years
- study literature, a language, mathematics, science, psychology, history, music, art, etc.

Another approach to clarifying goals is to develop the answer to the questions "What do I want to be doing in 5 years" or "What do I want to become in 5 years."

Translating Life Goals into Educational Goals

Once you have established your life goals you will need to translate them into educational goals. Most of us engage in a similar activity daily. Often we decide what to do, then we think about the steps necessary to accomplish this task. A good place to start this process is in writing down life goals and then translating them into education goals. Here are a few examples of how this might be done:

LIFE GOALS	EDUCATIONAL GOALS
. to help others achieve their goals	develop career counselling skills
. to develop more acute awareness of self and others	develop a deeper understanding of psychology and sociology
. to move from a production to the management level	gain knowledge of management theory and practices

WHAT MOTIVATES YOU TO RETURN TO COLLEGE?

From the following suggestions, indicate your own motivation:

.... to pursue a career

..... to change a career

.... to improve my competence in my work

.... for general information purposes and my own satisfaction

.... to obtain qualifications necessary to take a higher level college programme

... to identify what programme would personally interest me

.... to increase my knowledge in a discipline, e.g., arts, math, science, languages

.... to choose something new to study

.... to develop an interest in recreation and travel

.... to become a better citizen, a better spouse, a better parent

.... to become a better worker in voluntary work and community services

.... to develop a better understanding of others

.... to prepare for retirement

... to work towards a DEC or AEC in my particular field of knowledge

OTHER ....

....

....

NAME: .... DATE: ....

SUGGESTED ARTICLES OF DOCUMENTATION FOR PORTFOLIOS

Work Experience

Job descriptions
Awards
Letters of commendation
Letters of corroboration from superiors, peers, clients detailing duties performed
Promotion evaluations
Evidence of promotion
Evidence of suggestions adopted
Explanation of duties performed
Explanation of ranking, rating or classification system in company or organization
Licenses
Patents obtained
Performance standards for acquiring licenses
Membership in professional or trade organizations
Membership requirements for professional trade organizations
Scores on licensing exams
Military separation papers
Military Records

Community Service Activities

Commendations and awards
Newspaper and magazine clippings
Letters of corroboration from co-volunteers, clients served, or supervisors detailing duties performed
Programmes from individual performances

Non-college Courses and Training

Transcripts
Letter attesting student was enroled in a course and confirmation of time spent on outside assignments
Course outline or objectives
Evidence of and criteria for completion of the course
Number of hours spent in the training course

Special Accomplishments

List of books read
Programmes from individual performances
Articles written by student or about student

ASSESSMENT OF PRIOR LEARNING

SESSION 3

1. Review of Session 2
2. Written assignment from Session 1 to be returned to students.
3. Submit assignments from Session 2:

   a) What motivates you to return to College
   b) Personal Goals Statement

4. Read, review and discuss "Experience and Learning."
5. Use David Kolb's "Experiential Learning Theory in Portfolio Development Courses" as a basis for discussion on the individual ways that people learn.

EXERCISES

1. Complete the Learning Style Inventory to ascertain your own learning style and find out how this could affect your educational objectives and personal goals.
2. Using "Experience and Learning" as a guide, complete a Life Experience List with your own history.

EXPERIENCE AND LEARNING

There is nothing really new in the notion that learning takes place continuously from birth to death. What is new is the concept that credible, certifiable learning occurs throughout life and that the certifying, diploma-granting institutions of our society need to recognize this.

In this chapter we present material to help you begin the process of describing and organizing the prior-experiential learning for which you will request credit. We will temporarily put aside the "planning ahead" process. We will instead be "looking back" at your previous experiences to discover your competencies and skills. We will do this in a series of steps which together comprise the "experience to learning" method.

Before exploring each of these steps in detail, it is important that you understand the overall sequence. The steps of the experience to learning method are as follows:

1. Develop an experience list covering significant events in your life (jobs, marriages, etc.)
2. Combine similar experiences into groups.
3. Describe the learning that resulted from, or contributed to, each experience.
4. Organize learning into general categories based on the content of this learning.
5. Refine learning within categories in concise, descriptive phrases called learning components.
6. Define area of study titles for each category.
7. Evaluate categories against standards for college-level quality and content.

The Realm of Experience

When you prepare a resume for a job, you try to provide employers with pertinent information about your past experiences. For example, you list the jobs you have held and how long you have held them. You may also indicate if you are married, have any children, and where you have lived in the last ten years. Some very thorough resumes also list what you do with your leisure time or describe favorite hobbies.

All these are statements about what you do or have done are statements about experience. You provide this information to an employer to create an impression of you as a person. You include information about former employment to show you are qualified for the position you desire. You tell employers about family and where you have lived to establish your stability and reliability. In short, you use your former experiences to help employers make judgments about you.

In assessment we also begin with your experiences. We do not, however, use experiences as the basis for the award of credit.

Simply knowing a person's former experience is an unreliable basis for making judgments. Two people may have similar experiences, like being in the Armed Forces, but the details of the experience may be very different. For one, being in the Armed Forces may have meant travel across Europe - for another, it may have meant watching over a supply room in Montreal, Quebec.

In assessment you begin with a list of your significant experiences because this gives you an outline from which to build your portfolio. Your evaluation committee however will not award credit based on your experience. To earn credit you must analyze each experience to discover the learning associated with it. You use your experiences to uncover what you know.

In preparing your own experience list you may employ a number of strategies - you may:

1. Develop a chronological list of jobs and part-time jobs held.
2. Write a free association list of people, places and things from your past.
3. List key events or milestones in your life including successes and failures.
4. Develop an interest or achievement list including procedures used and products developed by you.

Regardless of the strategy used to create it, the final list should a) be comprehensive, starting after high school and covering employment, community service work, independent learning projects and other personal activities; b) specify dates and locations; and c) provide comments relating each experience to your life. The most common experiences which result in college-level learning include non-credit courses, seminars, in-service training programmes, community and volunteer service, hobbies and recreational activities, independent reading, work, and military service.

After you have created your list you may find it helpful to group related experiences. If, for example, you held a number of secretarial jobs, or worked in more than one elementary school as an aide, you may want to group these on a separate piece of paper or index card. This will help you in the next step which is describing the learning associated with each of these.

From Experience to Learning

The most important distinction you will make in this course is between experience and learning. Credit is not awarded simply for experiences like being a bookkeeper, a teacher's aide, or attending seminars. Credit is awarded for the learning that has resulted from these experiences.

An EXPERIENCE is an event that usually can be measured in time.

Experiences have a beginning, a middle and an end. You can think about your experiences, but they are not part of you. They are in your past, present, or planned for the future. For example, reading this book is an experience. When you put it down the experience is over until the next time you pick it up again.

LEARNING on the other hand is something you take from experience to experience. Learning is not only what you think, but also the way you think. What you learn from this book is very different from the physical act of sitting in a chair and reading it. Although all students in your class will have the same experience of reading this text, they will all learning something slightly different. In this sense, learning is more complicated and more individual than the description of the experience that resulted in it.

When you prepare your portfolio you will use your experience list as a basis for focusing on the things you know. You will need to examine each item on your experience list and ask yourself two important questions: "What did I learn from this experience," and "What did I have to know to have this experience." By doing this you will take the first major step towards writing your portfolio.

The following examples illustrate how this step may be applied to a number of experiences:

EXPERIENCE (what I did)	LEARNING (what I learned or had to know)
Vice-President of Datacom Inc from 1967 - 1974	- public relations techniques - principles of accounting - public speaking - pricing and inventory control - personnel procedures - interviewing techniques
Voluntary work in 1986-87 with St. Lambert Girl Guides	- counselling adolescent girls - growth and development patterns of children - camping techniques - first aid procedures
Managed the Bartonville Riding Academy from 1971 - 1985	- breeds of horses - how to build a barn - purchasing/inventory control - supervising/motivating people - how to teach inexperienced people how to ride a horse
Managed a home and 6 children	- prepare nutritious meals - methods of organic gardening - how to develop a budget and manage personal cash flow

EXPERIENCE (what I did)	LEARNING (what I learned or had to know)
Established a small construction business in 1986	- tax reporting procedures - payroll and billing methods - inventory control and pricing - fair hiring practices - computer accounting system

A number of points can be made from reviewing these examples. The most important one is that different experiences can result in the same or similar learning. The Vice-President of Datacom Inc., and the person who established a small construction business learned inventory control, price setting and aspects of personnel administration. When you examine your experiences you will probably discover that two or more of them contributed to your learning in a particular area. You should note these similarities. Later you will need to group related learning together to prepare your areas of study.

Second, a broad range of learning can result from a single experience. The manager of the Bartonville Riding Academy not only learned about horses and barns, but inventory control, staff supervision, and teaching methods as well. Each of these learning areas can be a separate credit request if its breadth and depth is sufficient. In the final preparation of the portfolio the related learning from separate experiences is usually combined under an appropriate title.

Third, because the focus of your assessment is learning, the actual description and organization of this learning is more important than its source. When your evaluation committee reviews your portfolio it will not distinguish learning acquired on the job, in a workshop, or through independent reading. Your committee will be concerned with what you know and that you know, and only secondarily with where this learning came from. If your learning meets standards for college level quality and content and if it is adequately verified, your committee will award credit for it regardless of its source.

This means that the way you describe and organize your learning is an important factor influencing your credit award. In the following section we present guidelines on selecting learning areas for your Portfolio and criteria by which to organize and describe the learning you include in it.

The Complexity and Diversity of Learning

Not all the things we can learn as people are considered college level. Learning that results from religious experience, from marriage and child rearing, and from introspection, is often outside the range of commonly defined college-level learning. This is true even though this learning may be more complicated.

This is true even though this learning may be more complicated, even more advanced, than the subjects taught in college.

Early in this course you will need to decide what learning is appropriate for your portfolio. When you examine each of your experiences to describe your learning you will need to eliminate those in which college credit is never awarded. To help you do this we have prepared short biographies which describe typical assessment students. Following each biography is a possible evaluation of the learning described. When you read these, think about your experiences and learning which are similar. Then use the evaluations as a guide in deciding what to include in your Portfolio.

1. Laura is 28 years old and married to an anthropologist. They have no children. From an early hobby of ceramics she started her own business which has grown and currently employs 25 part-time workers. She also discovered that she had a talent for writing and has had several pieces of fiction published in children's magazines. She has read widely in American and English drama and goes to the theatre frequently. She also spends a considerable amount of her leisure time walking in the parks in her community. She likes to talk with friends about what she has seen and thought about on her walks.

Before meeting her husband, Laura fell in and out of love several times and considers that she has learned a lot about herself and human nature as a result of these experiences. She and her husband have traveled extensively in Canada and have visited a number of archaeological sites. She enjoys talking with her husband about the site visits and does extensive reading prior to each visit.

Laura has managed to accumulate some college credit by taking part-time courses at the local community college. She now wishes to transfer this credit, receive recognition for her prior non-college experience, and work towards a college programme in business administration.

Possible Evaluation: Laura will probably have creditable knowledge and skill in the areas of ceramics, business management and literature. Although being in love is a highly significant human experience, what she has learned from this experience is highly subjective and not subject to verification by others. She likely will not receive credit or recognition for these experiences. Also, although her walks in the park have undoubtedly been very significant to her in thinking through her problems and enjoying the scenery, she will have a great deal of difficulty in identifying knowledge and skills which have a conceptual base and are of college-level quality.

2. Sharon is 38 years old. At the age of 18 she entered the local community college and pursued a general liberal arts programme with no clear career objective. Since then she has

been a homemaker for herself, two children, and a husband. The children are aged 17 and 15 and throughout the time of raising her children she read numerous books and articles and has discussed them with her pediatrician. The pediatrician has recommended much of the reading that Sharon has done.

Sharon has read extensively in the consumer economics field. She has read and applied much of her reading in decorating the home which she and her husband own. She is a skilled clothing designer. She sews and has won awards for the clothing that she has constructed. She enjoys gourmet cooking. Her husband frequently comments on how much he values her companionship and support. He says that he could not have achieved the success in his career that he currently enjoys without her help. Sharon participated in a number of civic organizations and has been president of the PTA. In her spare time she enjoys tennis.

Sharon's children are growing up and she finds herself less content with homemaking. She is not sure what career, if any, she would like to pursue. She senses that enroling for a college programme will help her find an area of interest. She hopes her years of experience will count towards the diploma.

Possible Evaluation: Although raising two children has been an important part of Sharon's life, she should not expect college credit for that activity alone. However, since she has attempted through reading and discussion to conceptualize the rearing of children, she may be able to demonstrate creditable knowledge at the college level in the areas of general psychology and child development.

3. June is 32 years old and single. She took a secretarial programme in a business college immediately after graduating from high school. She worked as a secretary for 5 years and then worked full time as an office supervisor for 3 years. She had a drinking problem which began in high school and became increasingly worse during the time that she worked as a secretary. The pressures of serving as an office supervisor greatly increased her drinking until the consumption of alcohol began to affect her job performance. Finally, she took the advice of her doctor and was hospitalized for a brief time. She then joined Alcoholics Anonymous and has not had an alcoholic drink since her hospitalization. She feels that she learned a great deal about herself and human behaviour as a result of her bout with alcoholism. Following her hospitalization she resumed working as a secretary and also has worked for the past 5 years as a volunteer aide in the psychiatric ward of a general hospital. She has taken in-service courses and has worked closely with a psychiatric social worker.

During the last 4 years June has served as a volunteer in the annual fund drive for the hospital, rising from the level of worker to president of the annual fund drive. She helped to write a procedural manual for conducting the fund drive. She has read several standard textbooks and numerous articles and pamphlets on the general subject of abnormal psychology.

June now wishes to obtain a college diploma in social science. June feels that her experiences should receive credit which could be applied towards her diploma.

Possible Evaluation: June may receive credit recognition for the subject areas of abnormal psychology and Office Systems Technology. Her experience in helping to write a procedural manual is likely too narrow and not sufficiently general to equal the learning in a college course. Her effort in overcoming alcoholism, while a significant experience, probably did not produce any learning for which credit will be granted because of the subjective nature of the experience.

4. Bill is 29 years old and single. Immediately upon graduation from high school he joined the Canadian Armed Forces. While in the Armed Forces he assisted in running a post exchange. He feels that he learned a considerable amount of bookkeeping and inventory control and for two years was stationed abroad.

Bill founded and for the past 7 years has operated a small gift shop. He feels he has learned advertising and merchandising through his experience and through reading and taking non-credit seminars. He has traveled extensively in Europe to purchase items for his store. He knows French and German well enough to transact business in these languages. He has a smattering of three other languages. He has learned quite a bit about cultural differences and some of the history of Europe. He has also become interested in, and accomplished at, gourmet cooking. Bill, now eager to pursue a college diploma in Business Administration, wants his experience recognized for college credits.

Possible Evaluation: Bill could receive credit for French and German, accounting, inventory control, and small business management. His knowledge of the three other languages, as well as his superficial knowledge about cultural differences and history will probably not be equivalent to college level work, and he will not receive college credit unless these are supplemented by further study.

The Many Levels of Learning

College-level learning not only occurs in specific areas, but also at different levels of complexity within each of these areas. As a general rule, the credit awarded to you in a given area is related to the complexity of your learning within that area. This means that as you move from knowledge of simple facts to more complicated skills of analysis, evaluation, and comparison, you will generally increase your potential credit award.

In the mid 1950's the educator Benjamin Bloom edited a book that catalogued the various levels of learning. These levels were published in the taxonomy of education objectives similar to the one reproduced in this handbook. Verbs commonly used to express an individual's depth of understanding appear for each level. When you describe your learning, be certain to consider the full range of areas represented in the taxonomy.

THE BLOOM TAXONOMY OF EDUCATIONAL OBJECTIVES

1.00 KNOWLEDGE

1.10 Knowledge of specifics, terminology and specific facts
1.20 Knowledge of ways and means of dealing with specifics including conventions, trends and sequences, classifications and categories, criteria, methodology
1.30 Knowledge of the universals and abstractions in a field including principles and generalizations, theories and structures

Useful Verbs:

know
memorize
repeat
list
recall
relate
define
tell

2.00 COMPREHENSION

2.10 Translation
2.20 Interpretation
2.30 Extrapolation

Useful Verbs:

restate
tell
identify
explain
express
recognize
report
review
locate
discuss
describe

3.00 APPLICATION

Useful Verbs:

translate
shop
employ
interpret
demonstrate
practice
use
illustrate
schedule
practice
sketch

4.00 ANALYSIS

4.10 Analysis of elements, relationship and organizational principles

Useful Verbs:

analyze
test
debate
calculate
solve
distinguish
inspect
appraise
criticize
examine
experiment
differentiate
contract
question
diagram
compare
inventory
relate

5.00 SYNTHESIS

5.10 Production of a unique communication
5.20 Production of a plan or proposed set of operations
5.30 Derivation of a set of abstract relations

Useful Verbs:

compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
design
organize
manage
prepare

6.00 EVALUATION

6.10 Judgments in terms of internal/external evidence

Useful Verbs:

judge
appraise
revise
compare
value
assess
select
choose
rate
measure
evaluate
estimate

The Many Ways to Learn

People learn in different ways and process information in different ways. Some prefer to learn through hands-on experience; others prefer to achieve an abstract understanding of a problem. Some people gain information effectively by reading and studying, while others learn better through discussion and interaction. Psychologists refer to these individual differences as learning styles.

When describing your learning you should be aware of your own learning style. How you learn influences the content of your learning. Moreover, your opportunities to learn in an atmosphere conducive to your personal learning style usually affect what you know and how much you know.

The psychologist David Kolb (1975) has described 4 general ways in which people learn:

- Concrete Experience (CE)
- Reflective Observation (RO)
- Abstract Conceptualization (AC)
- Active Experimentation (AE)

Although you will have used all four of these ways of learning at one time or another you probably have a preference toward one or two of these modes. Here are the characteristics of each.

CONCRETE EXPERIENCE

CE - learners are "people oriented" and don't find theories helpful. They like to treat each situation on its own merits, are empathetic and tend to make feeling based judgments and enjoy interaction with their peers.

ABSTRACT CONCEPTUALIZATION

AC - learners are analytical. They like concepts and systems. They would tend to think logically and evaluate situations. They would rather deal with things and symbols than with people, and they accept authorities as the best source of information.

ACTIVE EXPERIMENTATION

AE - learners like a hands-on approach and learn from trying things out. They tend to be extroverts and dislike passive situations such as lectures.

REFLECTIVE OBSERVATION

RO - learners like to observe what is going on, forming tentative, impartial judgments. They value objectivity and like situations where it is possible to look on from the outside. Are likely to be introverts.

The strategy you use to describe your prior-experiential learning can be directly related to your learning style. A secretary who learns best from reflective observation may wish to sit at home alone and carefully detail the learning associated with her job. Another secretary, more comfortable in the realm of concrete experience, may wish to take notes (to record the skills she uses) as she works. Yet a third secretary, comfortable in active experimentation may try to free-associate about her learning by speaking everything that comes to mind into a tape recorder.

Regardless of the strategy you choose, you must succeed in putting your knowledge into words. One of the criteria for college-level knowledge is that it can be described to others. After you have analyzed each experience and determined the learning associated with it, you are ready to begin the next step which is the organization of your learning into learning components.

Learning Components

The description of your learning derived from experience is the basis for developing your learning components. Component comes from the Latin verb, componere, meaning to put together. The English word means a constituent part or ingredient. Learning components communicate information about the content of your learning as well as your approach to organizing that content. In some ways they are not unlike the ingredients in a recipe. If you are going to bake a chocolate cake you need to know more than just what the ingredients are - you need to know how much of each ingredient to add and in what order. Your learning components communicate similar information about your knowledge. They tell the committee what you know and how much you know. By the way you organize your components you also give the committee information on how this learning relates to your general understanding of a subject area.

Strategies for Organizing Components

There are two common strategies for developing learning components. The one you choose will be based on how you have described your learning initially. If you have organized your learning under general statements you may want to be more specific when you develop your components. If, on the other hand, you have come up with detailed lists of the things you know, you may need to combine these into a more generalized format. The latter approach is the more commonly used.

From General to Specific

The statement "I know the basic principles of accounting" helps your Evaluation Committee distinguish your learning from other areas. It does NOT, however, tell the committee which "basic principles" of accounting you do know. The statement therefore would make a poor learning component.

Students commonly err by not providing the Committee with enough specific information about their knowledge. Writing general statements like the one above can be useful in beginning to organize your learning. However, more specific statements should be included in your portfolio.

Good learning components in the area of accounting, for example, would allow the Committee to distinguish your knowledge of accounting from basic bookkeeping. After reading your components, the Committee would also know if you knew basic or advanced accounting, or if you had specialties within the areas like taxes or costing. Here are three learning components that succeed in doing this:

1. I know how to analyze, interpret, and prepare financial statements - for example, income statement and balance sheet.

2. I understand the basic mechanics of double entry accounting such as debits and credits, standard accounting format, and trial balance.

3. I understand the purpose of the general ledger, and can post a variety of transactions to it.

When you describe your learning you will need to apply the same general principles to each area for which you request credit.

From Specific to General

It is possible, however, to err on the side of being too specific. In preparing your initial descriptions of what you know, you might list far more information than is necessary for the Portfolio. The problem with listing is shown in the next example of a student's initial description of his knowledge of woodworking.

1. purpose and use of the hammer
2. purpose and use of the saw
3. different types of saws; keyhole, coping, crosscut, rip saw
4. care of saws
5. care of hammers
6. purpose and use of planer
7. purpose and use of mitre box
8. best uses of pine
9. best uses of hardwood such as maple
10. best uses of fir and cedar
11. butt joints
12. mitre joints
13. dovetail joints

These 13 items, however, were eventually restated more concisely and effectively in the following 3 components.

1. Know the purpose, use, and care of the most common hand tools used in woodworking, including hammers, various saws, chisels, planers and mitre box.

2. Can distinguish between soft and hard woods, and use each correctly to its best advantage.

3. Understand the basic types of joinery and can make the following joints: butt-end, dovetail, mitre, rabbet and dado.

One of the best ways to avoid listing is to remember that you are describing your learning to experts.

In Summary

In your portfolio you communicate what you know through your learning components. Each component is a phrase or sentence that conveys unique information about your knowledge. The two challenging tasks in preparing learning components are:

1. Grouping the appropriate components together

2. Striking a critical balance between generality and specificity in each component.

LEARNING STYLE INVENTORY

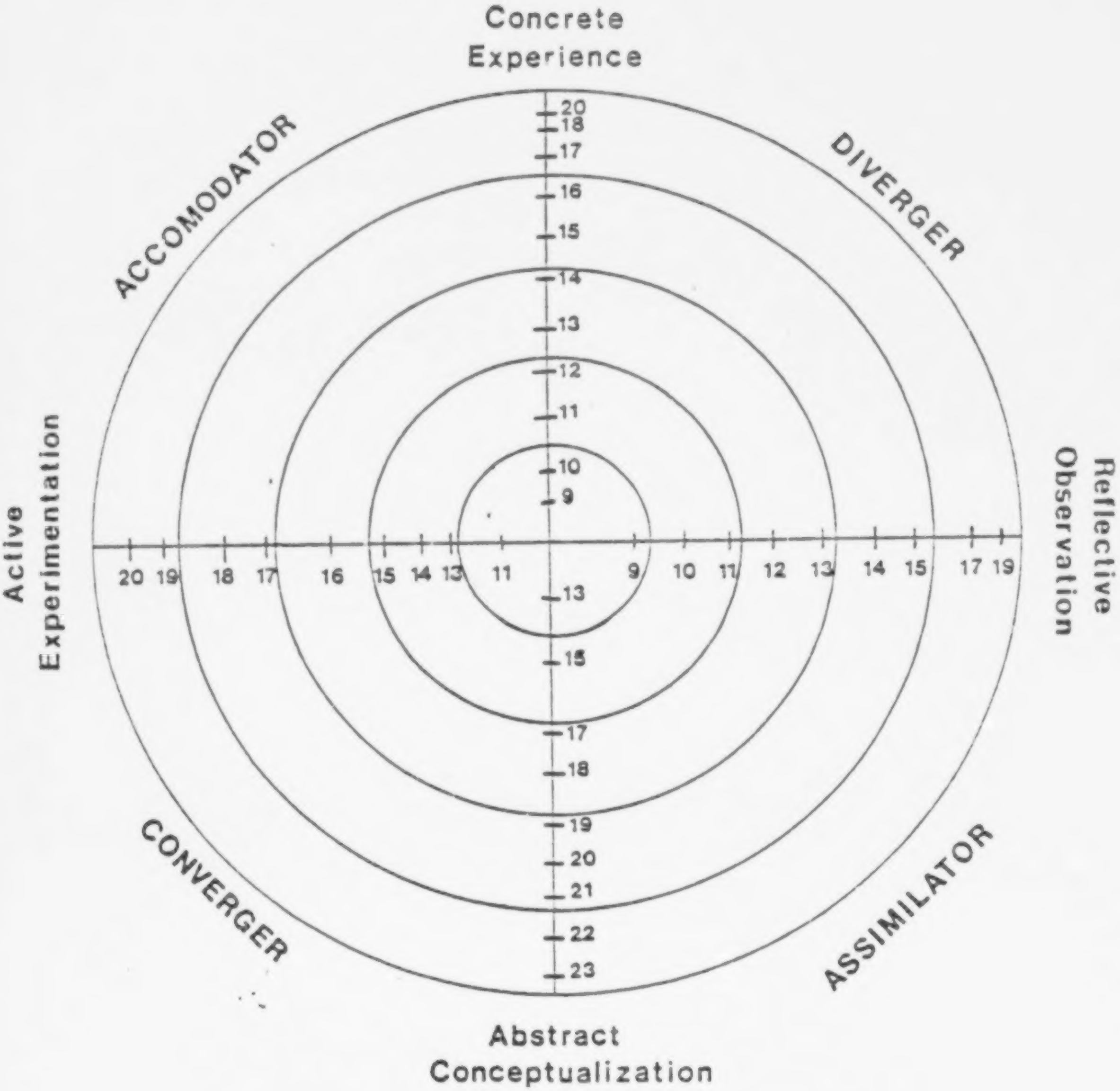
This inventory is designed to assess your method of learning. As you take the inventory, give a high rank to those words which best characterize the way you learn and a low rank to the words which are least characteristic of your learning style. There are no right or wrong answers and the aim of the inventory is to describe how you learn NOT to evaluate your learning ability.

There are nine sets of four words listed below. Rank each set of four words assigning 4 to the word that BEST characterizes your learning style, 3 to the word which next best charcterizes your learning style. 2 to the next, and 1 to the word which is LEAST CHARACTERISTIC OF YOU AS A LEARNER. Be sure to assign a different rank number to each of the four words in each set. Do not make ties.

	CE	RO	AC	AE
1.	__discriminating	__tentative	__involved	__practical
2.	__receptive	__relevant	__analytical	__impartial
3.	__feeling	__watching	__thinking	__doing
4.	__accepting	__risk taker	__evaluative	__aware
5.	__intuitive	__productive	__logical	__questioning
6.	__abstract	__observing	__concrete	__active
7.	__present-oriented	__reflecting	__future-oriented	__pragmatic
8.	__experience	__observation	__conceptualization	__experimentation
9.	__intense	__reserved	__rational	__responsible

To determine your learning style, refer to the bottom of this sheet and for the first column representing CE add the numbers corresponding to the figures in brackets e.g. if your answers to questions 2, 3, 4, 5, 7, and 8 total 20, then put this number by the side of CE. Complete the totals for columns RO, AC and AE in the same manner. Now, on the graph provided, plot each of your scores on the appropriate axis. Draw straight lines between adjacent points to produce a quadrangle. Determine your preferred learning style (e.g. accommodator) and read the accompanying description.

CE____	RO____	AC____	AE____
(2,3,4,5,7,8)	(1,3,6,7,8,9)	(2,3,4,5,8,9)	(1,3,6,7,8,9)


Concrete Experience
ACCOMODATOR
DIVERGER
20
18
17
16
15
14
13
12
11
10
9
Active Experimentation
Reflective Observation
20
19
18
17
16
15
14
13
11
9
10
11
12
13
14
15
17
19
13
15
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22
23
CONVERGER
ASSIMILATOR
Abstract Conceptualization

The concentric circles represent percentile scores based on the combined responses of 127 practicing managers and 512 Harvard and MIT students in management. It is important to recognize that you are comparing yourself with this group.

INTERPRETATION OF THE DIFFERENT LEARNING STYLES

CONVERGERS - strength lies in the practical application of ideas - right/wrong situations. Prefer to deal with things rather than people and tend to be unemotional. Tend to have narrow technical interests and often choose to specialize in the physical sciences (Engineering).

Possible problems: solving the wrong problem, and making decisions before all the facts are in.

DIVERGERS - strength lies in imaginative ability, and excels at viewing concrete situations from many perspectives. An idea generator, interested in people, imaginative and emotional. Broad cultural interests. Specializes in the arts (Personnel managers).
Possible problems: may become paralyzed by alternatives.

ASSIMILATORS - strength lies in ability to create theoretical models. Excels in inductive reasoning and assimilating disparate observations into an integrated explanation. Like convergers he is less interested in people and more concerned about abstract concepts. Less concerned with practical use of theory. Style characteristic of basic science majors (Research and Planning people).

Possible problems: builds castles in the air without regard to any practical application.

ACCOMMODATOR - strength lies in doing things and involving self in new experiences. More of a risk taker than other three and able to adapt self to specific immediate circumstances. Generally at ease with people but may be seen as impatient and domineering (Marketing and Sales).

Possible problems: may not complete work on time, and may also make only trivial improvements.

LIFE EXPERIENCE LIST

The purpose of this exercise is to give you the chance to list all the major experiences of your life so far. This will provide you with material for later analysis.

Begin the list when you left high school or went out on your own and continue to the present. Any experience may qualify, but if you have difficulty deciding, think of those lasting for at least a month. Some areas to consider are: jobs, volunteer work, special training, raising children, travel, good books read, personal encounters, or formal education.

Below is an example of what part of a list might look like:

DATES	EXPERIENCE	COMMENTS
Summers 1958-60	Worked at various part time jobs to earn pocket money	learned how hard it is to make a living
1960-63	First job in the office of a real estate agent	started at the bottom
1964	Took course in real estate, brokerage and law. Passed	I think this was when I wanted to achieve as much as possible in life
1964-70	Fell in love and married. One child - shared custody.	Started well but our lives went in different paths
1968	Joined local church and began working with the aged	This started me thinking about other people for once.
1970-80	Changed jobs - became a real estate agent.	Started to become financially secure
1974	Remarried. Two children and much more relaxed and happy	This has to be a very satisfying time
1982-84	Went into partnership as a real estate company. Not very successful	Not entirely what I had envisaged
1986-87	Started taking college courses in order to change careers. Working as a consultant in the real estate business.	Need a challenge as I am bored

LIFE EXPERIENCE ANALYSIS

The purpose of this exercise is to help you narrow things down to a more workable size. You are to select from among all your experiences ONE which seems most significant. If you have trouble deciding, consider these questions:

. did you get a sense of accomplishment from it?
. did you gain new knowledge? skills? attitudes?
. do you feel you learned something important?
. does what you learned seem to relate to your goals?

LIFE EXPERIENCE TITLE ________________________

1. Briefly describe the experience and what you did or what happened to you.

2. Why was this a particularly significant experience?

3. What do you now KNOW that you didn't know before?

4. What can you now DO that you couldn't do before?

5. What do you now BELIEVE or feel, that you did not before?

6. If someone else were going to do what you did in this experience, what skills, knowledge, attitudes, or qualities would they develop?

7. How do you think what you learned applies to your future career goal or college diploma objectives?

8. Did this experience require specific educational training?

ASSESSMENT OF PRIOR LEARNING

SESSION 4

1. Review of Session 3
2. The Personal Goals Statement will be returned duly graded.
3. Submit the Life Experience List duly completed.
4. Submit the Life Experience Analysis duly completed.
5. General discussion on the Principles of Adult Learning.
6. The film "Educating Rita" will be shown as an example of adult learning experiences and the hardships to be overcome. Notes should be taken.

EXERCISES

1. In concise sentences, answer the 20 questions on the film "Educating Rita." The exercise can be done in groups of 2 or 3 and a general discussion on opinions and impressions will take place in Session 5.
2. Reminder: Are you collecting articles of documentation that may be useful to you later in the course?
3. Reminder: COMPULSORY ATTENDANCE AT SESSION 5. The Academic Advising Department will be explaining the process of CEGEP education and the difference between a DEC and an AEC programme. Questions on course selection can be compiled prior to the session by using Champlain College's Calendar and your own Personal Goal Statement.

PRINCIPLES OF ADULT LEARNING

1. Learning is a self-motivated experience.
2. Learning is the discovery of the significance of ideas and their personal applicability.
3. Learning is a consequence of experience.
4. Learning is the process of co-operation.
5. Learning is the process of evaluation.
6. Sometimes, learning is painful.
7. An individual is one of the most important sources of learning.
8. The learning process is emotional as well as intellectual.
9. Methods used to solve problems and acquire knowledge are personal.

ASSESSMENT OF PRIOR LEARNING

SESSION 5 - COMPULSORY ATTENDANCE

1. Review of Session 4

2. Discussion and analysis of the opinions received from the film "Education Rita."

3. A representative from Academic Advising will describe the courses offered at Champlain College and describe how to utilize the college calendar and communicate with the personnel in Academic Advising. DEC and AEC programmes as well as University degree and certificate programmes will be fully explained.

   Questions on specific problems related to areas of study and specific programmes may be asked.

EXERCISES

1. Consider an appointment with Academic Advising. Appointments can be made during the day or evening and you are encouraged to use this source of expertise for confirmation of your college programme of study.

2. Start gathering the course outlines for the courses in which you are going to request credit. The books containing all course outlines are in Academic Advising or the College Library.

ASSESSMENT OF PRIOR LEARNING

SESSION 6

1. Review of Session 5
2. Read and analyze "Guidelines for Organizing and Evaluating Prior Learning."
3. Determine how to define the specifics of your learning. Read the article "The Complexity of Knowledge and Competence" and use as a reference at all times "Bloom's Taxonomy of Cognitive Objectives" and the "Glossary of Action Verbs."

EXERCISES

1. To assist in explaining concisely a learning component, complete the exercise "Analyzing Learning Components." Discuss the problems encountered in this process.

GUIDELINES FOR ORGANIZING AND EVALUATING PRIOR LEARNING

In this session and the next one we will continue our discussion of learning. We will present some guidelines on categorizing your learning. We will suggest some standards by which you can evaluate college-level quality and content. This process will culminate in the preparation of the summary transcript.

Organizing Prior Learning

An important point to remember in organizing your prior learning is that you are making a proposal to your Evaluation Committee. While the Committee may agree or disagree with your approach it cannot refuse to award you credit simply because your learning fails to match a particular course exactly.

When you organize your components, you should examine them to identify how the content of each is similar to, or different from, the content of all the others. Try to see trends and patterns (however subtle) which characterize your learning, and then group your components based upon those patterns.

To do this, you may find it helpful to ask questions like the following:

- Does a particular component or set of components appear repeatedly through two or more experiences? If so, then group these components together.
- Can some general categories be used to divide the learning you have described? These categories may be "people-related skills" or "data management skills." If so, then use these categories as general headings for groups of components, without regard to their source.
- Can you isolate a general area, such as business administration, social science or office systems technology, which seems to summarize many of your components? If you can, then use this area as a starting point for organizing.

The purpose of organizing your learning is threefold: 1) You want to combine similar learning components into groups based on their content. 2) You want each of these groups to have a unique set of learning components. The learning components in one group should be different from those in other groups if you are to ask for separate credit requests. 3) You want each of these groups to represent your current understanding of the content and organization of the subject matter for which you are requesting credit.

The following examples of Jason and Kathy may suggest a general approach to organizing your learning:

Jason

By analyzing many years of employment with a number of firms, Jason was able to identify a broad range of skills he had developed. In 1982 he worked as a car salesman in Toronto. In this position he learned sales techniques and advertising. In 1984 he worked for a large auto manufacturer as a customer service representative in the Maritimes. As a service representative, he expanded his knowledge of sales and advertising and added skills in marketing and management. In 1985 he moved to Montreal and was offered the position fo sales manager for a computer manufacturer in St. Laurent. In his new role he was responsible for all sales of one product line. He enhanced his knowledge of sales, advertising and marketing, and learned new skills in the area of management and supervision. In 1986 Jason enrolled in Prior Learning Assessment.

Jason's Approach to Organizing his Learning

In analyzing his business knowledge Jason looked for trends and patterns that characterized his learning. For example, he grouped his sales techniques from all three companies in one category. In the same way, his management and supervisory techniques from the auto manufacturer and the computer firm were also grouped. He felt, however, that the marketing knowledge he had developed at his last job was distinct enough to be kept separate. After he had categorized his learning he analyzed these categories to determine the depth and complexity of the learning in each.

Kathy

In 1986 Kathy enrolled in Prior Learning Assessment after having worked as a legal secretary for the same law firm for 20 years. She had an in-depth understanding of the full range of secretarial skills including keyboarding, notetaking and accounting. She first learned these skills in a secretarial school she attended in the 1960's. Although this school provided her with excellent instruction it did not prepare her for the office systems technology courses now required at college level. She enrolled in Prior Learning Assessment to translate her secretarial skills into Office Systems Technology credits.

Kathy's Approach to Organizing her Learning

Both her job with the law firm and her attendance at the secretarial school contributed to her knowledge. She could not, however, earn credit directly for either experience. Using her school transcript as a guide, Kathy developed general categories of skills needed by a legal secretary. She eventually grouped her learning under word processing, notetaking, accounting and languages. Both the secretarial school and her job at the law firm were listed as the sources for all her learning.

Selecting Areas of Study

As you organize your learning into groups, you also will need to develop area of study titles. An area of study is a phrase describing a group of related learning components and it should correspond with Champlain College course titles.

College-Level Learning

As you organize your learning into areas of study you should examine your learning components to see if they meet standards for college-level quality. Setting college-level standards for learning is no easy matter. Many educators disagree on what makes something college level. Interestingly enough, others may agree on general standards, but may disagree on how to apply these standards to a specific area.

For college-level learning to have any meaning we must distinguish it from other types of learning. As noted, not all learning is appropriate for college credit. If everything you learned was automatically college level then there would be little reason to assemble a portfolio and go through this process of requesting credits.

Our approach to defining college-level quality is to look at the content within these disciplines to abstract principles which seem to define college-level quality. These principles help establish how theoretical or practical, or how specific or general, college-level learning should be. A summary of these standards is given so that Evaluation Committees may use them in assessing portfolios. Use them, therefore, to make judgments about what to include and omit from your portfolio.

DESCRIBABLE

As a general rule, college-level learning can be communicated to another person using language, and in fact, is the basis of portfolio preparation. Therefore, for you to earn credit for your learning you must be able to describe it in words. Students often report "I know I can do it, I just never think about it much." However, it is the "thinking about it" that helps establish learning as college level.

GENERALLY APPLICABLE

Your learning should be applicable outside the situation in which it was acquired. For example, you may know the personnel procedures at the company at which you work. For you to earn credit for this knowledge you would also need to know how those procedures would apply at other companies, or how they relate to the field of personnel administration in general.

ACADEMICALLY RELATIVE

Your learning should relate in some way to the academic areas traditionally taught by colleges. Your learning may be similar to, or very different from, the specific areas within a discipline. Nevertheless, establishing a relationship between your learning and these disciplines is an important dimension in receiving credit.

THEORETICAL AND PRACTICAL

Your learning should include both theoretical and practical understanding of a subject area. If your learning is theoretical you should be able to apply your knowledge in a practical context. If your learning is practical or applied you should understand the theory behind your skill. Do not expect to receive college credit for the mere application of a manual skill or a narrowly prescribed routine.

VERIFIABLE

You must be able to verify your learning to receive credit for it. Verification is the process of assembling evidence that you know what you claim to know. Some very common learning is not acceptable as college level. Learning which results from marriage, parenting and family living is usually not appropriate for the Portfolio. Your learning in these areas may qualify for credit only if you have enriched it through:

1. Readings and research (for example, complementing your knowledge gained from child rearing by reading in the area of child development or education).

2. Analytical thinking (for example, comparing the Canadian family with family units in other cultures).

3. Communication (for example, teaching other adults good techniques of money management).

THE COMPLEXITY OF KNOWLEDGE AND COMPETENCE

In general, the credit you receive through the assessment of prior learning is directly related to the complexity of your knowledge, regardless of how you learned a particular subject. From simple facts and names at your first level of knowledge you may have progressed to more complicated skills like analysis, comparison, and evaluation. This may help you to describe your learning using the following guidelines [1]

How do you Define the Specifics of your learning?

- do you know the terminology of the field?
- do you know specific facts?
- do you have knowledge of conventions, trends and sequences?
- do you have knowledge of classifications and categories?
- do you have knowledge of criteria and methodology?
- do you have knowledge of principles and generalizations?
- do you have knowledge of theories and structure?

Verbs that help you answer these questions:

I can relate record list define repeat
recall name

How do you Convey What you Know?

- can you translate and interpret what you know?
- can you extrapolate from what you know?

Verbs:

I can restate identify discuss locate describe
recognize explain express report review

How can you Apply your Knowledge?

Verbs:

I can operate apply schedule employ illustrate
practice use demonstrate

How can you Analyze your Knowledge?

- can you analyze elements of the subject field?
- can you analyze relationships in the field?
- can you analyze organizational principles?

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[1] Adapted from Bloom's Taxonmy of Educational Objectives

Verbs:

I can

distinguish
analyze
calculate
relate
experiment
criticize

differentiate
appraise
test
compare
contrast
solve

diagram
inspect
debate
inventory
question
examine

How can you Synthesize what you Know?

- can you produce a unique communication about this field?
- can you develop a plan or a proposed set of operations?
- can you derive a set of abstract relations?

Verbs:

I can

compose
plan
design
arrange

assemble
collect
create
formulate

organize
manage
prepare
construct

Can you Evaluate What you Know?

- can you make judgments based on internal/external evidence?

Verbs:

I can

judge
select
assess
measure

appraise
evaluate
compare
revise

score
choose
value
estimate

Not all of these questions and verbs will apply to what you know. But by using what seems to apply to your own field of knowledge and experience you will be well on your way to identifying what it is you really do know.

BLOOM'S TAXONOMY OF COGNITIVE OBJECTIVES (CONDENSED)

Knowledge - involves bringing to mind the appropriate facts and combination of facts. Emphasis is on recall.

- define
- list
- label
- name
- recall
- identify
- record
- relate
- select
- repeat
- indicate

Comprehension - lowest level of understanding includes understanding of basic concepts, principles, theories, etc. Emphasis is on grasp of meaning, intent or relationship.

- describe
- discuss
- explain
- summarize
- express
- identify
- locate
- suggest
- recognize
- report
- restate
- paraphrase
- review
- tell
- translate
- classify

Application - The selection and use of general rules, procedures and methods for specific situations. Involves the process of manipulating information to obtain a particular result.

- apply
- employ
- interpret
- compute
- dramatize
- illustrate
- schedule
- construct
- operate
- practice
- predict
- organize
- demonstrate
- investigate

Analysis - The breaking down of an organized structure to identify the elements, their relationships, and the organizational principles involved. Includes the ability to reorganize the structure.

- analyze
- appraise
- calculate
- categorize
- contrast
- distinguish
- debate
- determine
- differentiate
- question
- examine
- experiment
- inventory
- criticize
- relate
- solve

Synthesis - Putting together elements and parts to form a new whole. This involves working with pieces, principles, rules, etc., and organizing them into a new structure not clearly there before.

- arrange
- assemble
- collect
- produce
- compose
- construct
- create
- perform
- design
- formulate
- manage
- organize
- plan
- prepare
- propose
- set up

Evaluation - Judgments about the value of date, materials, results or methods. Includes quantitative and qualitative judgments in relation to both obvious and obscure criteria.

- appraise
- assess
- choose
- compare
- estimate
- evaluate
- grade
- judge
- measure
- revise
- score
- select

GLOSSARY OF ACTION VERBS

ADMINISTER	exercise and implement control over the performance of specific operations, or establish policies within the scope of limited and well-defined authority.
ADVISE	give information or opinion pertinent to a probable course of action.
ANALYZE	study the factors of a problem to determine a proper solution.
APPRAISE	exercise expert judgment of the value or status of proposals or performance.
APPROVE	authorize action; exercise final authority; act independently without further consultation.
ASSIGN	appoint subordinates to accomplish specific responsibilities.
AUDIT	examine to verify accuracy or conformity with requirements.
AUTHORIZE	give subordinates the power or right to act by virtue of having final, or definite authority.
CONDUCT	exercise leadership in a project or study
CONSULT	seek opinion or advice of another.
CONTROL	exercise restraining or governing influence over activities to accomplish planned results by a) establishing standards, b) measuring work in progress c) interpreting results and d) taking corrective action.
COORDINATE	combine the efforts of separate groups to accomplish a specific objective; coordination can be exercised without line authority.
COUNSEL	give advice and guidance to another
DELEGATE	entrust to another's care and management.
DETERMINE	obtain definite and firsthand knowledge of subject.
DEVELOP	advance programmes, planning or personnel capabilities to a higher stage.

DIRECT	authoritatively define, regulate or determine the activities of subordinate organizational units to achieve predetermined objectives.
ESTABLISH	put into effect or determine conclusively.
ESTIMATE	gauge the probable amount of value of.
EXECUTE	put into effect according to a plan
FORMULATE	express in an exact or systematic form.
GUIDE	show the way through the intermediate steps in a broad plan or course of action by advice or suggestion rather than by authoritative direction.
INITIATE	start, begin or introduce a programme or action.
INTERPRET	explain or clarify
MAINTAIN	keep in a state of efficiency or validity
MANAGE	plan, organize and control dissimilar functions to achieve coordinated objectives by leading and directing subordinates without giving detailed supervision.
MOTIVATE	inspire and stimulate subordinates to maximize their efforts and productivity.
NEGOTIATE	reach agreement on specific proposals through discussion or communication with others of a different viewpoint.
ORGANIZE	set up plans and procedures for achieving objectives.
PARTICIPATE	take part in and share responsibility with others for action but without individual authority to take action.
PERFORM	accomplish to completion
PREPARE	make ready for a specific purpose' put into written form.
PROMOTE	offer for consideration in a manner intended to attract favorable attention and influence acceptance or support.
PROPOSE	offer for acceptance or adoption
PROVIDE	furnish necessary information or services

RECOMMEND	offer for acceptance and support a course of action to persons responsible for approval or authorization.
REVIEW	critically examine with a view to amendment or improvement of completed work, reports, performance.
SERVE	actively carry out duties within the framework of a specialized activity such as a committee.
SUPERINTEND	plan, organize and control a function to achieve an objective by leading and directing subordinates without giving detailed supervision.
SUPERVISE	instruct subordinates in details of the work they perform either directly or by enforcement of well-established rules. Assign work, observe performance in detail, and work with subordinates to improve performance.

ANALYZING LEARNING COMPONENTS

The quality and organization of your learning components will greatly affect your credit award. This exercise will focus on the quality aspect of learning components by helping you distinguish between stronger and weaker learning components. The strongest learning components meet three criteria:

1. they are stated in terms of learning rather than experience
2. they contain an appropriate degree of specificity
3. they describe learning which is general and transferable

With these criteria in mind, read the following pairs of similar learning components. From each pair, select the learning component which you think is stronger.

1a __ counselled both short and long-term clients in out-patient setting.
b __ differentiated between clients needing short and long-term counseling.

2a __ demonstrate ability to utilize the computer keyboard efficiently
b __ knowledge of all the keys on a computer keyboard

3a __ compute proper pricing for merchandise received
b __ calculate the amount of merchandise mark-up required to obtain desired cash flow and profit

4a __ organize lesson plans for days, units, and semesters with the amount of detail related to the length of the plan
b __ develop lesson plans for elementary music programme

5a __ responsible for all recruiting and training of employees to better serve the consumer
b __ plan the orientation and training of new employees to better serve the consumer

6a __ have followed business trends through a two year subscription to the Wall Street Journal
b __ analyze business trends and determine their causes and how they affect the company

7a __ discuss how clearly stated expectations affect classroom behaviour
b __ define expectations, in order to let children know what is expected of them

8a __ can work with diesels as well as carburated and fuel injected engines
b __ compare and contrast the functioning of diesel, carburated and fuel injected engines

9a -- develop client treatment plans with goals and strategies consistent with client needs and clinic purpose

b -- write client treatment plans and present them to clinical supervision group for feedback and evaluation

10a -- recruit and interview new employees to meet changing company needs

b -- plan company recruitment programme to attract employees with different skills

11a -- plan truck routes for delivery of auto parts to various customers in Montreal

b -- plan and coordinate a multi-province delivery system

ASSESSMENT OF PRIOR LEARNING

SESSION 7

1. Review of Session 6
2. The article "Organizing a Summary Transcript" should be reac and understood fully. This is a major part of the portfolio and has to be properly organized and written so particular emphasis should be placed on this session's work.
3. Keep the material on Bloom's verbs handy. The importance of explaining your learning completely in a short statement will be refined.
4. Use Champlain College's Calendar when working on your first draft of a summary transcript form.
5. Obtain copies of the course outlines necessary for your particular Programme. The books containing all course outlines are in Academic Advising or the Library.

EXERCISES

1. Try to complete a summary transcript form using ONE area of study.

ORGANIZING A SUMMARY TRANSCRIPT FORM

The purpose of your summary transcript is to describe your learning. It specifies each area of study, learning component and credit request you make in the Portfolio. The summary transcript demonstrates the interconnections between your life experiences and your learning. It is the part of your Portfolio which provides the most detailed information to your Committee on your understanding of the content and organization of your knowledge.

Because your learning must be presented in this transcript format, you may find it helpful to organize your early drafts of areas of study and learning components in this manner. When you prepare your final typed version of the transcript you may also want to use the following guidelines:

Source of Learning

A source of learning is an experience that has brought about or contributed to your knowledge in an area of study. A good way to determine your sources is by examining your original experience list. The most common sources include jobs, training programmes, volunteer work and independent reading.

Second, you should list the approximate dates when your learning from these sources occurred. By giving dates, you help the Committee understand the order, progression and development of your knowledge. Dates also help explain why certain items may be included in, or omitted from, your components. This is especially true in areas like computer science where the content changes drastically every three or four years. You may list the same source of learning for a number of areas of study.

Area of Study

Each area of study requires a separate summary transcript form. You cross reference sources of learning and documentation to areas of study and use learning components to elaborate on their content. Areas of study should be organized by Department.

The first areas of study to appear in your Portfolio are those in your concentration. Concentration simply means the discipline in which the majority of your prior-experiential learning has occurred.

Credit

All College courses are worth 1 credit.

Documentation

The documentation column is used to cross-reference your portfolio documentation with the areas of study on your summary transcript. While you will not be able to fill in this column until you have requested and received most of your documentation you should be aware of the following points:

1. The numbers shown in the documentation column should refer to actual page numbers in the Portfolio. These numbers are assigned by you.

2. The letters of the alphabet in the documentation column refer to specific documents. These letters are also assigned by you.

3. One piece of documentation may support several areas of study.

4. It is common for one area of study to have more than one piece of documentation.

CHAMPLAIN REGIONAL COLLEGE
CONTINUING EDUCATION DEPARTMENT
360-903-85

Name:

Address:

Student Number 8635285

Program

D.E.C. - COMMERCE

Source of Learning	Area of Study	Learning Components	Credit	Documentation
Info-Source Inc. President 1980 - present Cowansville Express Inc. Vice-President 1966 - 1980 Federal Electric Corp 1957 - 1961 TEXT: Fundamental Accounting Principles (Pyle, White and Zin)	ADMINISTRATION I 401-103	- interpret and analyze business transactions - apply principles of accounting in business practice; i.e. all aspects of accounts receivable, accounts payable, payroll and preparation of financial statements - record accounting transactions to ledgers - administer, as supply specialist, logistical operations related to supply of perishable foods to the Eastern Sector of the DEWLine - comprehend the use of re-order points in inventory control - co-ordinate deliveries through liason with traffic departments and receiving stations - analyze financial statements for use in fiscal planning for transport company and data processing company - administer data processing company as president, accountant, personnel manager, and computer operator - acquire better oral command of French language through constant telephone contact with customers, transport carriers, warehousemen, shippers, consignees and suppliers	1	B1-2 B3 B4 B5-6 B7 G1 G2 G3 G4 R1-6 R9-14 R15 Y1-14 Y15-20 Y21-22 Y23 Y79 Y80-82 Y83-84 Y85-86 Y87 Y88-90 Y91-92 Y93 Y94 Y95-96 Y97-98 Y99-100

continued...

CONTINUING EDUCATION DEPARTMENT
360-903-85

Page 2.........

Name:___

Address:

Student Number 8635285

Program

D.E.C. - COMMERCE

7.4

Source of Learning	Area of Study	Learning Components	Credit	Documentati
CONTINUED... INSTRUCTION: District of Bedford Protestant Regional School Board 1982 & 1985 Champlain Regional College Lennoxville 1982	ADMINISTRATION I 401-103	- negotiate short and long term operating and equipment loans for business - authorize purchase of office supplies and furniture - evaluate and authorize participation in employee group insurance plan - identify staffing requirements and establish job descriptions for various functions to be performed. - conduct employee interviews - completed course in Wordprocessing (48 hours) - completed course in Introduction to Electronic Data Processing (420-101) - completed course in ADVANCE BASIC (45 hours) on IBM PC - write computer programs in BASIC for IBM 5110 system to handle all accounting functions - handle all business correspondence		continued

[redacted]

CONTINUING EDUCATION DEPARTMENT
360-903-85

Name:

Address:

Student Number 8635285

Program D.E.C. - COMMERCE

Source of Learning	Area of Study	Learning Components	Credit	Documentation
Info-Source Inc. 1980 - present (President) Cowansville Express Inc. 1966 - 1980 (Vice-President) Federal Electric Corporation 1957 - 1961 (Supply Specialist)	ADMINISTRATION II 401-203	- accept responsibility for own decisions - supervise all aspects of truck transport operations - conduct interviews of prospective employees - approve hiring of employees - train office personnel - conduct employee progress reviews - authorize salary increases - counsel and discipline employees - authorize dismissal of employees - appraise impact of government regulations upon business strategy - demonstrate ability to make decisions under pressure; i.e. alternate delivery solutions in the event of vehicle breakdowns, accidents or employee shortage - conduct investigations into accidents, etc. - supervision of staff and their individual responsibilities of payroll preparation, accounts receivable, accounts payable, general ledger posting, financial statement preparation, dispatch, scheduling of pickups and deliveries, vehicle maintenance, performance of truck drivers. - perform duties of purchasing agent, personnel manager, and accountant for transport company - review incoming correspondence - initiate business correspondence - administer own data processing company as president, solely responsible for day to day operations, fiscal planning, employee hiring and firing, marketing and customer relations. - write computer programs for use on IBM 5110 system for management of all accounting functions	1	B1-2 B3 B4 B5-6 B7 G1 G2 G3 G4 R1-6 R9-14 R15 Y1-14 Y15-20 Y21-22 Y23 Y79 Y80-82 Y83-84 Y85-86 Y87 Y88-90 Y91-92 Y93 Y94 Y95-96 Y97-98 Y99-100

7.5

CONTINUING EDUCATION DEPARTMENT
360-903-85

Name:

Address:

Student Number 8635285

Program D.E.C. - COMMERCE
OR A.E.C. - BUSINESS ADMIN

Source of Learning	Area of Study	Learning Components	Credit	Documentati
Info-Source Inc. President 1980 - present Cowansville Express Inc. Vice-President 1966 - 1980 PUBLICATIONS: Financial Times Gazette Kiplinger Washington Letter NOW Office Equipment and Methods Computer Data INSTRUCTION: DBPRSB * 1982 & 1985 Champlain Regional College-Lennoxville 1982 District of Bedford Protestant Regional School Board	MANAGEMENT 401-401	- evaluate group insurance plans - establish acceptable wage and labour standards in negotiations with employees, and in accordance with government regulations - analyze problems and develop solutions - co-ordinate activities of various departments to insure optimum efficiency of overall operations - delegate responsibility - estimate and forecast fiscal requirements - administer and perform payroll functions - review daily newspapers and publications to remain current on latest managerial, financial and technoligical trends - provide leadership to staff - handle incoming and outgoing business correspondence - supervise all aspects of office routine, including payroll, accounts receivable, accounts payable, general ledger, financial statements, tariffs claims, computer input and output - manage truck transport operation (100 employees) - manage data processing company, solely responsible for all aspects of day to day operation, as well as long term planning. - completed course in Introduction to Electronic data processing 420-101 - completed course in Wordprocessing (48 hours) - completed 45 hour course in ADVANCE BASIC - write computer programs for use on IBM 5110 system to manage all accounting functions	1	B1-2 B3 B4 B5-6 B7 G1 G2 G3 G4 R1-6 R9-14 Y15-20 Y21-22 Y23 Y79 Y80-82 Y83-84 Y85-86 Y87 Y88-90 Y91-92 Y93 Y94 Y95-96 Y97-98 Y99-100

CHA[illegible]AIN [illegible] COL[illegible]
CONTINUING EDUCA[illegible]ON DEPARTMENT
360-903-85

Name: ____

Address:

Student Number 8635285

Program D.E.C. - COMMERCE
OR A.E.C. - INTRO BUSINESS ADMIN
OR A.E.C. - OFFICE SYSTEMS TECH.

Source of Learning	Area of Study	Learning Components	Credit	Documentation
Info-Source Inc.	ACCOUNTING I	- understand accounting terminology	1	B1-2
1980 - 1986	410-110	- establish accounting cycle		B3
(President)		- distinguish between assets, liabilities,		B4
		revenue and expense accounts		B5-6
Cowansville Express		- identify short and long term entries		B7
Inc.		- design charts of accounts and financial statements		R1-6
1966 - 1979		- maintain journals, including payroll, accounts		Y78
		receivable, accounts payable, and general journals		Y85-86
		- perform posting of journal entries to ledger		Y87
TEXT:		accounts		Y88-90
General Record Keeping		- prepare and analyze trial balance		Y93
(Dalrymple & Heiges)		- create and record adjusting entries using		Y94
		worksheets		Y95-96
Fundamental Accounting		- prepare financial statements including balance		Y97-98
Principles		sheet, revenue and expense statements, profit		Y99-100
(Pyle, White & Zin)		and loss statements, statements of change in		
		working capital		
		- perform closing routines		
		- calculate and record entries for depreciation,		
		inventory adjustments and reconciliation of		
		bank transactions		
		- write computer programs for use on IBM 5110		
		computer system to manage all accounting functions		

7.7

CONTINUING EDUCATION DEPARTMENT
360-903-85

Name:

Address:

Student Number 8635285

Program D.E.C. - COMMERCE
OR A.E.C. - INTRO BUSINESS ADMIN

Source of Learning	Area of Study	Learning Components	Credit	Documentation
Info-Source Inc. 1980- present (President) TEXT: Fundamental Accounting Principales (Pyle, White and Zin)	ACCOUNTING II 410-210	- apply accounting principles for various business entities; i.e. proprietorships, partnerships and corporations - establish code of accounts and posting procedures for departmental accounting - perform functions of cost accounting as they relate to goods sold, job orders, and process costs - prepare and analyze inventory reports and record adjustments to general ledger - prepare budget figures - prepare and analyze financial statements of my own company; evaluate changes in financial position and cash flow; formulate fiscal planning - appraise manual accounting systems of various businesses in preparation for onversion to computerized accounting (farmers, manufacturers, law firms, restaurants, transports, printing companies, retail stores, nursing homes, medical clinics, etc.) - set up and produce investment portfolios for various clients, indicating investment by category, current market values, dividends, gains and losses, etc. - own and operate data processing company - write computer programs in BASIC for use on IBM 5110 system to manage all accounting functions	1	B1-2 B3 B4 B5-6 B7 R1-6 Y1-14 Y15-20 Y78 Y85-86 Y87 Y88-90 Y93 Y94 Y95-96 Y97-98 Y99-100

7.8

CHAMPLAIN REGIONAL COLLEGE
CONTINUING EDUCATION DEPARTMENT
360-903-85

Name: ______________________

Address: ______________________

____

Student Number ______________

Program

____

Source of Learning	Area of Study	Learning Components	Credit	Documentation

ASSESSMENT OF PRIOR LEARNING

SESSION 8

1. Review of Session 7

2. Have on hand your first draft of a summary transcript form and Champlain College's calendar.

3. Once an academic programme has been selected, areas of study can now be re-arranged by DEPARTMENT. The Programme must be clearly indicated on the Summary Transcript Forms, e.g. DEC in Business Administration, AEC in Office Systems Technology

4. Letters requesting validation to be discussed in order for mailing to take place this week. Review the "Sample Letter Requesting Validation of your College Level Learning."

5. Examine the difference between the "Sample Letter of Validation" and the "Sample Letter of Recommendation."

6. Read and analyze "Documentation: Evidence That You Know What You Know."

EXERCISES

1. Reminder: Have you obtained copies of all course outlines which you will need in the preparation of your summary transcript forms?

2. Summary Transcripts to be worked on over the next two sessions.

DOCUMENTATION: EVIDENCE THAT YOU KNOW WHAT YOU KNOW

You must document the learning in your portfolio to receive credit for it. Credit will not be awarded for undocumented learning even though it is adequately described on your summary transcript, or referred to in your essay.

As you prepare the documentation you should keep in mind the distinction between the following terms: validation, measurement, and evaluation. Validation is the process by which you provide written materials (usually letters) that substantiate your claimed learning. Measurement is the process by which someone determines how much and how well you have learned from previous experience. Evaluation is the process of relating the measurement of learning to standards in order to determine how much college credit or recognition should be awarded to you. People who document your learning will validate and measure it. The Evaluation Committee, however, will evaluate this evidence to determine how much credit you will eventually receive.

Good validation and measurement also require reliability and validity. Reliability refers to getting similar results on repeat measures of the same learning. Validity on the other hand is an indication of whether the measurement or validation technique actually measures or validates the learning it purports to. Your Evaluation Committee will examine both the reliability and validity of your documentation. You will increase both by emphasizing quality over quantity, and by following the steps outlined below:

The Steps to Documentation

In one sense, documenting is easier, and in another sense, more difficult than describing your prior-experiential learning. Documenting is easier because it requires less painstaking introspection and detail. Documenting is more difficult because you must rely on other people for it.

Most portfolio documentation consists of letters written on your behalf by qualified individuals. All of the learning in your portfolio must be addressed in one or more of these letters. In most cases this means you must obtain letters from a number of people to adequately document your prior experiential learning adequately. One letter may address a single learning component or many areas of study.

It is important, therefore, for you to know who will document what before you begin the process. You must also clearly understand what is considered good documentation. The following steps should help:

1. Know What You Know

You cannot begin documenting your learning until you have completely described it. This only makes sense. You cannot ask someone to document something until you know exactly what it is. Before requesting any documentation you should completely organize your knowledge into learning components and areas of study.

2. Make a List of Possible Contacts

Once you have decided on your areas of study and learning components, make a list of all the people who could document them. If you operated a small business you might initially think only of your partner. Other sources of documentation, however, might include your lawyer, your tax accountant, a satisfied customer, and even competitors. Often two or three letters (from different sources) for the same prior experiential learning prove complementary to each other. One writer may emphasize in a paragraph what another glosses over in a sentence. Common sources of good documentation include:

a) employers
b) co-workers
c) business partners/consultants
d) members of your community
e) educators

Weak sources of documentation which should be avoided, are:

a) family members
b) students or clients
c) your employees

Request documentation by communicating with each contact twice-once by phone or in person, and then in writing. Be certain to explain why you want documentation. Mention the Assessment of Prior Learning course by name, and discuss how documentation will help you.

4. Use the Correct format for Requesting Documentation

When requesting documentation be sure to give your contacts a copy of the learning components and areas of study they are to document. Refer to the Sample Letter Requesting Validation of your College Level Knowledge for guidance.

You give learning components and areas of study to contacts to help them focus their remarks. Stress that they are verifying learning, as opposed to writing letters of recommendation. Only documentation that verifies learning will be acceptable documentation for the award of credit. Refer to the Sample Letter of Validation and Letter of Recommendation, for guidance. Notice how the letter of documentation addresses a student's learning in business, while the letter of recommendation evaluates the employee as punctual and trustworthy. While the letter of recommendation might help the student obtain a job it would do little to help earn credit.

5. Request Documentation Early

You should request documentation soon after you complete describing your learning. When you request documentation you should also give documenters a deadline 7 - 10 days ahead of when you actually need it. Experience indicates it takes 3 - 5 weeks to obtain documentation from the time it is requested. Because of the importance of reviewing documentation before beginning the final draft of your Portfolio you should try to receive most of your documentation by session 12.

6. Conduct Regular Follow-up

You should telephone your contacts about 3 weeks after your initial request to ask if they need any assistance. Most people are willing and happy to provide documentation, but that does not make the task an easy one. For most people, writing a good letter of documentation requires considerable effort. Your well-timed call is usually important to setting them to the task promptly.

7. Select Documentation for Your Portfolio

After you have received all of your documentation you should decide which letters will become part of your final portfolio. While you will probably want to include most of the letters you receive you may want to exclude one or two for any of the following reasons:

a) Eliminated areas of study. Occasionally you may eliminate an area of study as being inappropriate or not up to college level standards.

b) Redundant letters. Sometimes letters of documentation duplicate each other. If three or more letters clearly cover the same material, the least effective may be eliminated.

c) Negative documentation. If a letter is negative you may choose to discard it and make no reference to it in the Portfolio. If the letter is incomplete you may wish to have the documenter rewrite it.

8. Edit the Summary Transcript based on Documentation

As we stated earlier, only documented learning will be considered for the award of credit. When preparing the final draft of the Portfolio you should eliminate areas of study and learning components for which documentation is not anticipated.

Types of Documentation

There are two types of documentation: primary and secondary. Primary documentation includes letters of verification, product assessments and special evaluations written specifically for your Portfolio.

Secondary documentation on the other hand refers to materials you include directly in your Portfolio to supplement or support primary documentation. Among the most common types of secondary documentation are certificates, licenses, job descriptions, in-service training reports and records of successfully completed courses or workshops for which college credit was not awarded. Secondary documentation is an important part of the portfolio, but is rarely sufficient for the award of credit.

Two Approaches to Primary Documentation

1. Letters of Verification

The most common approach to primary documentation is a letter of validation. These letters are appropriate when someone has directly observed your learning or skills. Common sources of letters of validation include employers, co-workers, colleagues, supervisors and members of your local community.

When you request letters of validation be certain that the people who write them have had the opportunity to observe you demonstrate your learning directly. Also, be certain that credentials of these individuals match the experiential learning they will address.

2. Product Assessments

Occasionally, a product or thing you have produced is a good indicator of your skill level. In this case you may want your contracts to evaluate the product of your learning, even though they have not directly observed you make this product. This type of documentation is called product assessment.

Students use product assessments frequently in the art areas. Two or three articles of ceramics you have made, or four or five of your best paintings or photographs can give the appropriate professional a good indication of your overall skill level. You may also use product assessments to evaluate writing skills, especially if you have written poems, short stories or newspaper articles.

Secondary Documentation

Primary documentation may be supplemented with a limited amount of secondary documentation. A logical supplement to a letter of validation in real estate is a photocopy of your real estate license. A useful supplement to a special evaluation in child development is a bibliography of the most important books you have read in this area. Because secondary documentation is usually not sufficient for the award of credit, too much of it can detract from your portfolio. The rule is that quality is more important than quantity.

Common sources of secondary documentation to consider for your Portfolio are listed below. You may include all of these directly in your portfolio. Be judicious, however, in deciding what to include or omit.

1. Certificates and licenses (real estate for example)
2. Diplomas, transcripts and continuing education courses for which credit has not been awarded.
3. In-service training records from employers
4. Newspaper articles written by or about you.
5. Old letters of recommendation and/or performance evaluations
6. Subject bibliographies of selected books you have read.

Evaluating and Assessing Documentation

Documentation is the ultimate basis for establishing the validity of your credit request. The Evaluation Committee will award credit only for learning that is documented. As a result, students commonly ask, "How much documentation is enough?" While there is no simple answer to this question, use the following guidelines to review your documentation and to determine if you have covered all of your prior-experiential learning.

1. Quality over Quantity

Once your documentation is assembled you should review it thoroughly and delete items that do not contribute specifically to your credit request. Remember one good letter of validation from a qualified person is better evidence than three or four letters from unqualified individuals who have not directly observed your skills.

2. New Information

Each piece of documentation should provide the Evaluation Committee with new information about your learning. Two letters of validation from separate contacts for the same areas often compliment and confirm each other. Three or four such letters, however, may detract from the overall effectiveness of your Portfolio by being redundant. The Evaluation Committee will be influenced not only by the content of your learning, but also by your approach to organizing and validating it as well.

3. Cover all Components

All of the learning components on your summary transcript should be stated in or implied by your primary documentation.

SAMPLE LETTER REQUESTING VALIDATION
OF YOUR COLLEGE LEVEL LEARNING

The sample letter that follows may be helpful to you as your request your letters of validation. Although you will most certainly want to revise it in keeping with your own style and the relationship you had with the person to whom you are writing, you will need to be as specific as possible. The more specific you are the better letters you are likely to receive.

Dear

As we discussed on the telephone, I am writing to ask you to write a letter on my behalf for the Assessment of Prior Learning course at Champlain Regional College. I am hoping to earn college credits towards my college diploma for knowledge acquired outside the classroom. Your letter will help me provide evidence that the knowledge I possess is worthy of college credit.

Following the recommendations specified by Champlain College I would like your letter to include the following:

1. A description of my position with all pertinent past and present experiences included.
2. A mention of your relationship to me, e.g. supervisor, and the situations in which you have observed me. Also, please include the dates of your observation and the length of time I worked with you.
3. An indication of my competence, skills, and knowledge in the following areas: (here you will want to specify what those areas are, relating them to your course descriptions).
4. Evaluate how well I performed, using such adjectives as average, above average, exceptional, etc. It would also be helpful if your statement included some comparison with others you have known who possess a college diploma and who have held positions similar to mine.

It is important for me to add that what you write should not be simply a letter of recommendation. Rather, the Assessment Programme requires that you verify my specific skills, competencies, and knowledge, and evaluate the level of my performance.

Thank you very much for agreeing to write this letter on my behalf. As I am sure you are aware, earning a college diploma at this point in my life is very important to me.

If you have any questions, please do not hesitate to ask.

Yours sincerely,

SAMPLE LETTER OF VALIDATION

Dear

I am writing to you in response to your request to provide evidence of your accounting skills in connection with the Assessment of Prior Learning course you are taking at Champlain College.

I worked with Helen several years ago when I was performing an audit of the City of St. Lambert. At the time I was an Audit Manager with the firm of Lutfy & Lawand in Montreal and I was responsible for the field work on the St. Lambert audit.

Helen, at that time, was the accountant for the City of St. Lambert. In that capacity she performed essentially the entire accounting function for the City. As I recall, her responsibilities included:

1. Complete responsibility for maintaining the records of the City on the computer based (IBM System 36) system used by the City.

2. She in fact, performed most of the work in connection with a conversion from a manual accounting system to the computer-based system. This included solving several problems which arose in connection with the conversion of records formerly maintained on an unsatisfactory manual system into a computer system.

3. Helen had a good working knowledge of the various concepts of municipal accounting.

4. Helen was responsible for coordination of the audit performed by my firm. She prepared all of the accounting schedules that were needed in the performance of the audit. This included bank reconciliations of all bank accounts and various other schedules requested.

In summary, it was obvious to me that Helen was performing all of the responsibilities of her position as City Accountant exceptionally well. She was extremely competent in that position and in my opinion the City lost a valuable asset when Helen left.

I believe Helen has demonstrated skills in the accounting area which are far beyond those expected of someone with her level of formal education.

Yours sincerely,

John J. Weston, CA

SAMPLE LETTER OF RECOMMENDATION

This sample DOES NOT PROVIDE VALIDATION - ONLY RECOMMENDATION. Make sure your letters of validation DO NOT resemble this sample.

Dear

I am writing this letter on behalf of Helen Smith who worked for the City of St. Lambert as an accountant for the last three years. I have been the City Auditor for the last six years and Ms. Smith reported directly to me during the three years she worked for the city.

Ms. Smith performed her work as accountant in a most satisfactory manner. She was prompt in completing assignments. She was willing to take on added assignments when necessary. One example of this was financial work that she readily assumed for an important member of the City Council.

I am certain that Ms. Smith will succeed in whatever work she attempts. If she were available we would certainly consider her for rehire.

Yours sincerely,

Thomas Church

ASSESSMENT OF PRIOR LEARNING

SESSION 9

1. Review of Session 8
2. Review Summary Transcript forms. Check that Area of Study is by DEPARTMENT and that documentation is cross referenced and clearly marked. The evaluator does not expect to go searching for documentation indicated in a summary transcript form. Be concise and accurate in cross referencing.
3. Read and discuss "Integrating Credit for Prior Learning into College Format."
4. Explain the Personal Profile Sheet which can be used for the preparation of a DEC programme in Social Science or Commerce
5. Examine the Sample Personal Education Programme for a DEC in Social Science
6. Review the content of the Attestation of Collegial Studies in Business Administration and Office Systems Technology.
7. Explain how to prepare a one or two-page resume which also forms part of the Portfolio.

EXERCISES

1. Compose your own Personal Education Programme using the sample as a guide. It should be ready for next session.
2. Compose your own resume using the sample as a guide. It should be ready for the next session.
3. Reminder: Have your letters requesting validation been mailed?
4. Continue to refine the summary transcripts into final form. They should be ready next session to be discussed with the Instructor.

INTEGRATING CREDIT FOR PRIOR LEARNING INTO COLLEGE FORMAT

Now that you have described and documented your prior learning, you should consider how this learning will contribute to a college diploma. In preparing a diploma plan you will integrate the areas of study in your Portfolio with the college courses necessary to realize your educational goals.

An Unofficial Plan

The Diploma plan you include in your Portfolio is an unofficial plan. Two examples are contained in this Handbook. In your plan, you describe as accurately as possible the college programme you will complete and you combine the areas of study from your Portfolio with courses you plan to take or already have taken. By demonstrating how your areas of study will contribute to a diploma you provide the Evaluation Committee with an additional perspective on your prior experiential learning.

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

STUDENT NAME ____________________

STUDENT NUMBER ____________________

PROFILE SHEET

See A.P.I. re: ____

Review Board Decision: ____

Eng. Req.: ____

Eng. Rec.: ____

PROGRAM	200.01 Health Science	200.02 Pure & Ap. Science	300.01 Social Science	400.01 Commerce	500.01 Creative Arts	600.01 Lit. & Lang.

CONCENTRATION Courses: Max. 12 courses within 3 or 4 disciplines.

Discipline ________ ________ ________ ________

1. ________ ________ ________ ________
2. ________ ________ ________ ________
3. ________ ________ ________ ________
4. ________ ________ ________ ________
5. ________ ________ ________ ________
6. ________ ________ ________ ________

COMPLEMENTARY Courses: May NOT be chosen from disciplines of Concentration

________ ________ ________ ________

CORE Courses:

English ________ ________ ________ ________

Humanities ________ ________ ________ ________

Phys. Ed. ________ ________ ________ ________

REMARKS:

French (W) ________________

French (O) ________________

April 1986

SAMPLE
PERSONAL EDUCATION PROGRAMME
DEC IN SOCIAL SCIENCE

CONCENTRATION COURSES		Credit Request	Courses to be taken
Business Administration			
Administration I	401-103	x	
Management	401-401		x
Business Dynamics	401-410		x
Commercial Law	401-420	x	
Personnel Management	401-430	x	
Sales	401-934		x
Accounting I	410-110	x	
Accounting II	410-210	x	
Management Accounting	410-320		x
Marketing I	410-430		x
Finance I	410-540		x
Taxation	410-603		x
Economics			
Macroeconomics	383-920		x
Microeconomics	383-921		x
Mathematics			
Commercial mathematics	201-113		x
Computer Science			
Intro. to Computers	420-947	x	
COMPLEMENTARY COURSES			
French			
Intermediate IV Oral	602-413	x	
Classe de Conversation	602-433	x	
La Francais des Affaires	602-908	x	
Linguistique Pratique	602-912	x	
Initiation a la Traduction	602-914		x
Portfolio	360-903	x	
CORE COURSES			
English			
The Essay	603-130	x	
Basic Writing Skills	603-206	x	
Essay Writing	603-207	x	
English for Specialized Purposes	603-409		x
Humanities			
Marriage and Family Life	345-101D		x
The City	345-201C		x

ATTESTATION OF COLLEGIAL STUDIES

OFFICE SYSTEMS TECHNOLOGY - 412

COURSE NUMBER	TITLE	Credit Requested	Courses to be taken
410-110	Accounting I	x	
412-101	Keyboarding and Formating	x	
412-101	Word Processing I	x	
412-301	Word Processing II		x
412-305	Business Correspondence II	x	
603-309	English Grammar	x	
412-425	Analysis and Problem Solving		x
412-525	Software Applications		x
412-535	Records Management I		x
412-960	Management Applications		x

INTRODUCTION TO BUSINESS ADMINSITRATION - 410

COURSE NUMBER	TITLE	Credit Requested	Courses to be taken
383-920	Macroeconomics		x
383-921	Microeconomics		x
401-401	Management	x	
401-410	Business Dynamics	x	
401-420	Commercial Law		x
401-430	Personnel	x	
410-110	Accounting I	x	
410-210	Accounting II	x	
410-320	Management Accounting		x
410-420	Marketing		x

SAMPLE RESUME

Name: Mr. William Jacob
Address: 136 Oakridge Drive
Montreal, Quebec H3A 1X9
Telephone: 273-8306
Date of Birth: August 15, 1962

PROFESSION Auditing and Accounting

EDUCATION

1979 Lachute High School, Quebec
Senior Matriculation

LANGUAGES French and English
Written and Spoken

PROFESSIONAL EXPERIENCE

1983 - 1986 King Edward Hotel
Montreal, Quebec

Assistant Night Auditor

- audited all daily revenues
- prepared and distributed daily and monthly reports
- audited all bars and restaurants using the Remanco system
- checked voids and adjustments
- distributed reports on duty meals, entertainment and promotion costs
- advised the Chief Night Auditor on any unusual occurrences for follow-up

1980 - 1983 Windsor Hotel
Montreal, Quebec

Assistant Front Desk Manager

- responsible for checking in/out guests
- resolved problems associated with reservations not kept, late arrivals of guests, or complaints regarding rooms
- assisted guests with general information about the Hotel or the City of Montreal
- prepared daily reports on occupancy of the Hotel for submission to Management
- scheduled meetings with the Front Desk Manager to discuss day to day occurrences and specific requirements for the smooth operation of the front desk

ASSESSMENT OF PRIOR LEARNING

SESSION 10

1. Review of Session 9
2. Review individual resumes if ready
3. Review individual Personal Education Programme if ready
4. Review the summary transcript forms if ready
5. Read and discuss "Writing the Autobiography."
6. Emphasize the importance of proofreading before submitting any documentation in final form. Use "Proofing and Revising" as a guide.

EXERCISES

1. Complete the Title Page for your portfolio using the Master on page 10.6
2. Start preparation of your autobiography.

WRITING THE AUTOBIOGRAPHY

Purpose and Importance of the Autobiography

The autobiography is the one place in your portfolio where you have the opportunity to present your learning as a whole in the context of your life experiences since high school. While the Summary Transcript represents a breaking down into components, the autobiography is a putting together. In it, you communicate to the Evaluation Committee your own assessment of the extent and value of your learning. You tell them the relevant stories behind what you learned; why you made the choices you did; whom you found to be effective teachers or motivators; how you reacted to the new situations you found or created for yourself. The autobiography gives you ample chance to have your say. Although there is no one perfect length, most are between 4 to 10 pages, typed and double spaced. You can reasonably assume that if your essay is shorter than this you have not adequately described your learning, and if it is longer, you are in danger of tiring your reader.

How important is the Autobiography as part of your Portfolio? Because it does not provide outside evidence to validate your learning and skills it will not influence the Evaluation Committee as heavily as the documentation section does. Many people who have served on these committees, however, report that they turn to the autobiography of each Portfolio first, so they can quickly get a sense of who the person is. It communicates an impression of your personality, competence, and credibility. Although this impression is necessarily subjective, and its influence cannot be measured, it is undoubtedly a factor in decisions. There are several steps you can take to ensure that this impression is positive.

Suggestions for Developing the Autobiography

1. Begin in a straightforward manner with either a) a goal statement which will help your readers understand why you put the portfolio together, or b) a brief description of what you did in the years immediately following high school (including perhaps some mention of why you did not go to college, or dropped out of college).

The following is a clear example of a goal statement:

"Earning a college diploma has always been a dream of mine. The busiest years of my life are now behind me and I welcome the chance to go back to school. When I learned of the Prior Learning Assessment course I realized it was the ideal way to start. I hope with the credits awarded me I will have enough of a start to enable me to graduate with a DEC in Business Administration in two years."

This next opening stresses past uncertainties rather than goals:

"After graduation from high school I went off to college with some vague ideas about more learning and meeting new challenges and people. I went mostly from a sense of obligation to my supposed academic potential rather than from any focused direction. I left college after little more than a year because I could not say, to my own satisfaction, what it meant to be there or what good it was doing anyone. I thought that somehow I would find or make the opportunity to study further when the need and desire appeared more clearly."

Whichever opening you choose, it should be clear and definite, so that the committee members will immediately begin to get a sense of the person whose Portfolio they hold in their hands. A good opening statement will help you feel confident about proceeding with the rest of your narrative.

2. Use a tone which is self-confident and assertive, though not inflated. Your autobiography is the appropriate place to make strong, positive statements about what you have learned. You should not be modest or shrink from using first-person pronouns. "I" will necessarily be the star of this narrative. Try to present the learning and accomplishments of "I" in as direct and convincing a way as possible.

3. Use an overall organization which feels comfortable and sensible to you. Chronological or modified chronological organizations have been most frequently chosen by past assessment students. Typically, their narratives have begun with graduation from high school, and followed the course of their learning experiences through the years.

4. Be sure to cover every important learning experience. You do not, however, need to cover every learning component because you should be able to depend on your documentation to do this.

After you have decided which experiences you want to amplify the following questions will help you check whether or not your descriptions of them are on target.

1. Have you indicated the various learning activities that have contributed to this particular knowledge, skill, competency?
2. When did this experience take place?
3. How long were you involved in the activity?
4. Where did the experience take place?
5. How were you personally involved in the experience?
6. What was your relationship to others and others to you? Were you responsible to others? Were others responsible to you? How many?
7. What was the name and title of the person who supervised you?
8. Have you shown that you learned and changed from past experiences?
9. Have you used specific examples or illustrations to

demonstrate what you have learned?
11. Have you indicated you can apply what you know?

5. The conclusion of your autobiography should seem to grow naturally out of the style and content which preceded it. There is no formula for the perfect conclusion although an ending which is consistent with the rest of your autobiography, and which contains some reflection about the worth and purpose of the self-evaluation process you have gone through, will certainly be sufficient.

6. Proofread. There is no surer way to arouse the Evaluation Committee's skepticism about your competence than to hand in a portfolio containing an autobiography full of mechanical errors- asking them, in effect, to be your proofreaders. The best time to proofread is several hours or days after you have completed your writing. At that time you should feel detached enough from your work to recognize the errors.

The Writing Itself

If you have not done any formal writing for a long time, constructing the autobiography may seem like a tall order and one you can't possibly fulfill. Keep in mind that you have a few weeks to do it, and that writing is a process with many steps. No one expects you to master all the steps at once. When you pick up a magazine you may be amazed at the authority and smoothness with which the articles seem to be written. Yet if you had seen those same articles in rough draft they might have seemed no better than your own rough beginnings. The "perfection" of published work is usually the result of sweat and several drafts.

There are several things you can do to build up your fluency and skill as a writer. First, get in the habit of writing. At home you can keep a journal which you write in daily, or practice "free writing" daily. Free writing is non-stop, non-censored writing, done during a short, strictly-timed period (about ten minutes). The only rule is don't lift your pen from the page. Write whatever comes into you head and by the end of the sentence something probably will! Since there is no way to fail at free writing it is a valuable tool for overcoming blocks and fears. Practicing it daily also strengthens concentration and verbal facility, so that if you assign yourself a focus or topic for the ten minutes you will eventually be able to hold to it spontaneously.

Secondly, seek out audiences for early versions or portions of your autobiography. Because writing is communication it doesn't take on its full reality until it is read. Also, you will probably feel more secure about your work once you go public with it. They will be able to tell you if your writing is clear/muddy, interesting/boring, too personal/not personal enough, satisfying/incomplete. Their critical response will give you guidelines for revision. Perhaps you will know that your next draft sounds right, or perhaps you will again need an audience. The process is individual and there is no one prescribed end.

It is very important, however, to allow yourself sufficient time to go through the steps of the writing process.

Pitfalls. Autobiographies which convey weak or unfavourable impressions of their writers tend to miss the mark in certain standard ways.

Frequently, students are not assertive enough: they hesitate to use "I" over and over again, thinking such emphasis on self is in bad taste. Instead of writing:

"I acquired knowledge of a specific acting technique."

they say:

"Knowledge of a specific acting technique was acquired."

Notice how the verb has changed from active to passive. It is no longer clear who did what. Over-reliance on passive verb constructions can very quickly drain the life out of your writing and confuse your reader about who was responsible for the learning you are describing. Once in a while passive verbs are perfectly natural and acceptable, but using them frequently will seriously weaken the tone of your essay.

Another common fault is vagueness. Students sometimes just don't bother to provide the detail or facts that will back up their generalizations. Perhaps they take such details for granted, or think that they will bore the reader. The truth, though, is that detail convinces.

One Other Consideration

The Autobiography is an opportunity as well as a necessity. It is the one place in the Portfolio where you have a chance to present yourself directly, and it is up to you to decide how much you wish to present. There is considerable room for individual variation. Certainly an intimacy which feels awkward is ill-advised; but if you wish to communicate your style and voice, the texture of your learning and life, and can do so clearly and comfortably, you will probably find a receptive audience in the Committee.

PROOFING AND REVISING

Purpose:

To take some of the responsibility and burden of proofreading and revising off the evaluator or instructor and into your own hands.

Procedure:

Good writing is REWRITING. Almost no-one writes well the first time around. Clear and effective writing takes at least several drafts. The trouble is that many writers simply don't realize this. They never learned or realized that writing is a process consisting of several steps:

- selecting a subject
- planning
- writing
- revising
- proofreading

To review your own writing you must learn to look at it as objectively as possible. The easiest way to do this is to let the first draft sit a while. Then, when it is read again it will be from a reasonably fresh and more objective point of view.

Consider the following suggestions:

1. Can the organization be improved by shifting paragraphs or changing the sequence of events?

2. Can the beginning/ending be improved?

3. Is the autobiography organized in the clearest, most logical sequence?

4. Do the paragraphs flow naturally, smoothly, and into one another in a logical manner?

5. Are there sufficient details and illustrations to give the autobiography character and life?

6. Are the descriptive passages clear?

7. Are there sufficient explanations and descriptions where necessary?

8. Can the language be improved to make it clearer, livelier or more natural?

9. Can any irrelevant details be eliminated?

CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT-LONGUEUIL CAMPUS
900 RIVERSIDE DRIVE
ST. LAMBERT, QUEBEC
J4P 3P2

ASSESSMENT OF PRIOR LEARNING
360-903-85

Name: --

Address: --

Telephone: Res: ---------------- Bus: ---------------

Programme: --

FOR OFFICE USE ONLY

Date Received: --------------------

Date Completed: --------------------

Number of Credits Applied for: ----

Number of Credits Earned: ---------

Evaluator: --------------------------

ASSESSMENT OF PRIOR LEARNING

SESSION 11

1. Review Session 10

2. Consultation on progress of autobiography.

3. Read and discuss "Bringing Things Together."

4. How to complete a Request for Credit Form. A blank Request for Credit form is part of the Handbook and should be duplicated for individual use.

5. Checklist on progress to date:

   a) Title page - should be completed
   b) Table of Contents - not done yet
   c) Autobiography - in process
   d) Resume - should be completed
   e) Personal Education Programme - should be completed
   f) Request for Credit Forms - in process
   g) Summary Transcripts - nearing completion
   h) Supporting documentation - being assembled
   i) Bibliography - not done yet

EXERCISES

1. First draft of autobiography due next session

BRINGING THINGS TOGETHER

During the final few weeks of the course, most students are ready to bring Portfolio preparation to a close. There is still some documentation to obtain, perhaps a final draft of the autobiography to write, and some last minute typing to do.

Portfolio preparation is a process of self-discovery. It is also a process that demands much personal sacrifice, time and energy. As you get ready to finish the course it is common to feel a tremendous sense of accomplishment as you place the final touches on your portfolio. It is also common to feel exhausted and discouraged, wondering if portfolio preparation will ever end.

Througnout this Handbook we have emphasized that the steps of portfolio preparation and earning a diploma are part of the process of realizing much broader personal goals. In suggesting the necessary steps to compile the final document, we retain this emphasis. We know that the final weeks of portfolio preparation will be hectic. You probably have many details to take care of to finish your portfolio and you are probably ready to move on to some of the neglected parts of your life.

Despite this, the last phase of portfolio preparation is an important one. As you do not meet your Evaluation Committee you should do everything to ensure the quality of the portfolio that represents you. Anything you can do to enhance this quality will give the Committee a positive first impression.

The Inter-relationship of Portfolio Parts

Most students work on their portfolios over a considerable period of time. They become intimately acquainted with each page of it and thoroughly understand the inter-relationships of its parts. Members of the Evaluation Committee and others who must read your portfolio do not have this advantage. It is important, therefore, that the portfolio be carefully organized so a reader can follow it easily.

Remember, the completed portfolio should contain the following elements in this order:

1. Title Page
2. Table of Contents
3. Autobiography
4. Resume
5. Personal Education Programme
6. Request for Credit Forms
7. Summary Transcripts
8. Supporting Documentation
9. Bibliography

You should also number all pages of your Portfolio consecutively.

Checking the Various Items

Each item in your portfolio should communicate specific information to your Evaluation Committee. Check to see that:

1. The Title Page is completely filled out and follows the sample in your handbook.

2. The table of contents lists all documents that come after it, and provides correct identification for each document.

3. The autobiography provides insight into how your learning was acquired and paints an adequate picture of who you are.

4. The resume provides a listing of the most significant events in your career. It should be 2-3 pages in length and dates should be as specific as possible with the LATEST event first.

5. The Personal Education Programme identifies your own Diploma Programme and lists the courses comprising the Programme, the courses for which you are applying for credit, and the courses remaining to be taken at Champlain College.

6. The Request for Credit Form is the official document which Champlain College uses to identify you, the Programme in which you are requesting credits, the assessment procedure, and the readily identifiable reference location where the supporting documentation can be located in your portfolio. The Request for Credit Forms should be organized by DEPARTMENT.

7. The Summary Transcripts list your areas of study and learning components, are thoroughly cross-referenced to documentation and sources of learning, and are organized by DEPARTMENT, e.g. all English Department Transcripts, all Humanities Department Transcripts.

8. All supporting documentation must be cross-referenced to the Summary Transcript forms and must be by DEPARTMENT. The documentation materials specifically address what you know with all primary documentation placed ahead of secondary documentation.

9. The Bibliography is a listing of sources of information or reading that you found valuable in order to support a particular credit request. It could also contain general reading that will indicate to the evaluator a level of comprehension in a particular area.

Submitting your Portfolio

You must submit the original of your completed portfolio to your Instructor who, in turn, will submit it to Academic Advising. Your Instructor may return your portfolio to you for additional work if it is not organized correctly. Students earn the privilege of submitting a portfolio by passing the assessment course. You cannot submit a portfolio until you meet all the objectives of the course.

How the Evaluation Committee Works

The Evaluation Committee is comprised of faculty of Champlain College in the discipline of your chosen Programme of Study. Academic Advising consults with the faculty who have been trained in assessing portfolios, and your portfolio is given to them for their consideration. Approximately 3 weeks after the portfolio is assigned it is returned with a written report on whether credit is granted or refused. You will be fully advised by personal interview why a request for credit is refused. Your Portfolio is retained by Champlain College on a confidential basis.

Finally, College Credit

Academic Advising will notify you of the final decision of the Evaluation Committee about 3 weeks after your committee has concluded its deliberations. To have this credit considered towards a diploma you must be registered at Champlain College in the Diploma or Attestation Programme you have selected as your educational goal. Actual credit will not be recorded by transcript until the successful completion of the Diploma or Attestation Programme.

CONGRATULATIONS. You are now ready to submit your portfolio and have it assessed.

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

REQUEST FOR CREDIT

STUDENT'S NAME ______________________________

ADDRESS ______________________________

____

TELEPHONE RESIDENCE __________ OFFICE __________

PROGRAMME ENROLLED IN ______________________________

NAME OF PORTFOLIO INSTRUCTOR ______________________________

The object of the present request is to obtain official recognition for learning acquired mainly outside the academic milieu. I believe I have the necessary knowledge and skills. Therefore, I request the following credits:

COURSE NUMBER ___________ COURSE TITLE ________________

ASSESSMENT PROCEDURE ____ Review of Documents

____ Interview

____ Testing (if available)

SUPPORTING DOCUMENTATION

____

____

____

N.B. You must complete a separate Request for Credit form for each course for which you are seeking credit.

ASSESSMENT OF PRIOR LEARNING

SESSION 12

1. Review of Session 11
2. First draft of autobiography due
3. If academic advising is still a necessity, make sure an appointment is made to clarify any outstanding problems.
4. Review sample bibliography
5. Consultation on problems encountered with any documentation forming part of the portfolio is available through appointment with your Instructor
6. Start the compilation of a Table of Contents
7. Examine carefully the state of your portfolio - all 9 parts should be in process of completion.

EXERCISES

1. Finalize the following:

   The Autobiography
   The Table of Contents
   The Bibliography

2. Reminder: Extreme care must be taken to ensure careful labeling of each section of the Portfolio. Suggestions will be given on how to make a portfolio more attractive and easy to read. The organization and display will be given careful consideration when it is reviewed by the Instructor.

3. Reminder: The following must be BY DEPARTMENT

   The Summary Transcripts
   The Request for Credit forms
   The Supporting Documentation

4. Reminder: The first draft of the completed Portfolio is due next session.

SAMPLE

BIBLIOGRAPHY

If it is necessary to acknowledge courses of information or reading in your Portfolio then these sources should be listed in a bibliography at the end of your Portfolio.

The items in a bibliography are arranged in alphabetical order with the last name of the author first. The name of the book or article is next, keyboarded either in italics or underlined. Finally, the city, publisher, date of publication, and page numbers referred to (if necessary) ensures appropriate credit has been given.

A bibliography is written in alphabetical order, but no numbers are used to indicate a specific order.

Examples of correct bibliographical formats are listed below:

Bolles, Richard Nelson. *What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers.* Berkeley, California: Ten Speed Press, 1980.

Donaho, Melvin W., and John L. Meyer. *How to Get the Job you Want.* Garden City N.J.: Prentice-Hall, 1976.

Zeigler, Ray. *Creative Job Search Technique Is ...* Ottawa: Manpower and Immigration, undated.

Shurter, Robert L., J. Peter Williamson, and Wayne G. Broehl, Jr. *Business Research and Report Writing.* Toronto: McGraw-Hill, 1965.

Ohio University. *Portfolio Development for Assessment of Experiential Learning.* Ohio University, Independent Studies, 1983.

ASSESSMENT OF PRIOR LEARNING

SESSION 13

1. Review of Session 12

2. General working session in order to finalize the Portfolio into a format sufficiently complete to warrant evaluation by the Instructor.

3. Portfolios should be submitted for review. They will be returned duly marked for correction or amendment at the next Session.

ASSESSMENT OF PRIOR LEARNING

SESSION 14

1. Portfolios to be returned together with a written analysis of what is to be corrected or worked on in order for it to be in final form for session 15. Extra guidance is available, but generally time will be needed to retype, reorganize, or discuss what further documentation is needed.

2. It would be appreciated if written comments and criticisms on the Prior Learning Assessment course could be prepared so that in the final session a meeting can be held with Academic Advising and Continuing Education so they may receive your suggestions in a friendly and informative way. Use the sample comments and suggestion sheet as a guide.

COMMENTS AND SUGGESTIONS ON ASSESSMENT OF PRIOR LEARNING
360-903-85

To: Champlain Regional College
Continuing Education Department

Name of Instructor: ______________________________

Name of Student: ______________________________

Telephone No: Res: __________ Bus: __________

Semester: ______________________________

Please indicate the positive reactions you have achieved as a result of registering and completing the Assessment of Prior Learning course.

____

____

____

____

Please indicate what changes you would like to see in the structure and design of the Assessment of Prior Learning course.

____

____

____

____

Please indicate how you believe Assessment of Prior Learning will assist you in realizing your educational objectives and in your future career.

____

____

____

____

ASSESSMENT OF PRIOR LEARNING

SESSION 15

1. Finally - all Portfolios to be submitted to Champlain College.

2. Comments and Suggestions Sheets to be handed in. Academic Advising and Continuing Education will be represented at this session and will be prepared to listen to the comments and suggestions in a friendly and relaxed session.

3. Complete the Student Portfolio Release Form so that other students may benefit from the excellence of your Portfolio content.

STUDENT PORTFOLIO RELEASE FORM

I hereby authorize Champlain Regional College, St. Lambert-Longueuil Campus, to duplicate, distribute, and otherwise reprint my Portfolio with the following conditions:

(Check one)

____ the copies may be distributed at Champlain College's discretion but my name and any identifying numbers must be removed.

____ the copies may be distributed with no restrictions.

It is understood that the original Portfolio is the property of Champlain Regional College, St. Lambert-Longueuil Campus.

____
Name

____
Date

____
Signature

ACKNOWLEDGMENTS

We would like to express our sincere gratitude to the staff of Vermont State Colleges for granting us permission to use material from Earning College Credit for Prior Experiential Learning, A Student Handbook on Education Assessment and Portfolio Preparation, a publication of the Office of External Programs, Vermont State College, Waterbury, Vermont.

OTHER MATERIALS USED OR CITED IN THE PREPARATION OF THIS HANDBOOK

Forrest, Aubrey, CAEL Working Paper No. 7: A Student Handbook on Preparing a Portfolio for the Assessment of Prior Learning. Educational Testing Service, Princeton, N.J. 1975

Harrington, Fred Harvey. The Future of Adult Education. Jossey-Bass Publisher: San Francisco, California 1977

Meyer, Peter. Awarding College Credit for Non-College Learning. Jossey-Bass Publisher: San Francisco, California 1975

Miller, Myrna R. Student Handbook on Preparing a Portfolio for the Assessment of Prior Learning. Vermont State Colleges. Montpelier, VT. 1980.

Simosko, Susan. Earn College Credit for What You Know. Washington, Acropolis Books. 1985.